



2019 - 2020

Tab Insert

ON-SITE MONITORING

Instructions for On-Site Monitoring

PEAs completing an on-site monitoring will follow these steps:

- The Program Support and Monitoring (PSM) specialist and the PEA director meet in Year 3 to discuss on-site monitoring activities.
- The PEA selects a team.
- In Year 4, the PEA prepares a secure room for the monitoring activities.
- The PEA and PSM team conduct complete file reviews of a representative sample of student files (see the OSM-2 form for assistance in selecting files).
 - For security reasons, and ability to establish trends, files must be hard copies. Reviewing files within software programs is a liability for both ADE/ESS and the PEA.
- The PEA and PSM team complete classroom observations, Interviews and Guiding Principles.
- The PEA and PSM team collect data for Indicators 11 (Child Find—initial evaluations) and 13 (Secondary Transition).
- The PSM team inputs data and generates a draft Summary of Findings.
- The PEA and PSM team review the draft Summary of Findings report.
- The PEA and PSM team determine the level of performance in the areas of Child Find, Evaluation/Reevaluation, Individualized Education Program, and Procedural Safeguards/Parental Participation and hold an exit conference.
- The PEA and PSM team develop a Corrective Action Plan (CAP).
- The PEA and PSM specialist schedule at least three (3) follow-up visits/desk audits during the corrective action year. One of these visits will be specific to reviewing the 60-day corrective action items.
- PSM sends written notification of findings no later than 30 days from the completion of the Summary of Findings discussion.
- The PEA has one calendar year from the written notification of findings to correct all individual instances of noncompliance. The PSM specialist verifies correction.
- The PSM specialist reviews a representative sample of subsequent files to ensure systemic correction and sustainability.

- The PSM specialist will review the CAP for completion of CAP activities. This may require the PEA to produce evidence of trainings provided, training materials, agendas, etc.
- The PEA completes the Supplemental CAP activities (compliance-related outcome focus areas).

Instructions for On-Site Compliance Scoring and Summary Documentation

The PEA and PSM team will use the calls of “**I**” for **In Compliance**, “**O**” for **Out of Compliance**, and “**U**” for those items that are **Unreported** or do not apply for all on-site file review forms and worksheets.

The steps for developing the final reports are listed below:

A compliance call is made for each individual line item reviewed using the Guide Steps. Enter an *I*, *O*, or *U* on the corresponding line for each item on the form.

1. Once the forms and worksheets have been completed, the data are entered into the monitoring application. The application automatically calculates the compliance level of each line item by summarizing the data that was collected from all sources and transfers the data into the draft Summary of Findings (SOF).
2. Together, the PEA and PSM team members review each of the four sections (Child Find, Evaluation/Reevaluation, IEP, and Procedural Safeguards/Parental Participation) in the draft Summary of Findings (SOF) report.
3. Based upon the review of all data, the team determines the level of performance of the PEA for each of the four sections. There are four options for each section: Substantial Evidence of Effective Systems, Inconsistent Evidence of Effective Systems, Minimal Evidence of Effective Systems, or No Evidence of Effective Systems.
4. The PEA and PSM teams reach agreement on the areas of strength and concern based upon all data gathered. The strengths and concerns related to the special education program will be documented in the Written Notification of Findings letter sent to the PEA after the monitoring. The level of performance for the four sections in the draft SOF will also be noted in this letter.
5. The monitoring application will generate a Corrective Action Plan (CAP) framework. The PEA team, in collaboration with the PSM specialist, will develop the CAP so that it is meaningful to the PEA and clearly outlines the activities and requirements necessary for the correction of noncompliance and the attainment of sustainability. Discussion for the CAP should clearly identify the reason the noncompliance occurred, consider solutions for the PEA to correct the systems, and suggest internal verification that the PEA can implement to ensure sustainability.

On-Site Monitoring File Sample

PEA: _____

Date of Review: _____

List all student files and indicate the purpose of review for each file selected.

Student Last Name, First Initial	DOB	School or Teacher	Eligibility Category	Initial Eval	Initial Eval Did Not Qualify	Pre-K	English Language Learner (ELL)	Dropout Recovery Program (DRP)	Approved Private Day	Secondary Transition/ Elementary Tuitioned Out to Neighboring HS	Phased Out	Suspended / Expelled	Reviewer Signature or Initials	
SSID														
1.														
SSID														
2.														
SSID														
3.														
SSID														
4.														
SSID														
5.														
SSID														
6.														
SSID														
7.														
SSID														
8.														
SSID														
9.														
SSID														
10.														
SSID														

Agency Form

AF

Date: _____

Specialist: _____

PEA: _____

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	I.A.1	_____	PEA has board-approved policies and procedures for child find.
<input type="checkbox"/>	I.A.1	_____	Child find procedures are disseminated to parents.
<input type="checkbox"/>	I.A.1	_____	PEA maintains invitation list and agenda for private school-/home schooled involvement.

COMMENTS: _____

Child Find Worksheet

	PEA/District						
	Campus						
	Name	DOB	SSID	Entry data (record date)	Date screened or records reviewed (record date)	I.A.2 Child find for K–12 grades occurs within 45 days of entry (I O)	I.A.2 Follow-up occurred if concerns were noted on the screening (I O U)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

	PEA/District						
	Campus						
	Name	DOB	SSID	Entry data (record date)	Date screened or records reviewed (record date)	I.A.2 Child find for K–12 grades occurs within 45 days of entry (I O)	I.A.2 Follow-up occurred if concerns were noted on the screening (I O U)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Summary of Performance Worksheet

All unified districts and high schools use this section

	PEA/District			
	Campus			
	Name	DOB	SSID	III.A.7 Documentation of a summary of performance (I O)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

	PEA/District			
	Campus			
	Name	DOB	SSID	III.A.7 Documentation of a summary of performance (I O)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Child Find (Evaluation Timeline—Indicator 11) Analysis and Action Plan

Paperwork and Process Review	Does the PEA have a tracking system that provides special education staff with the ability to follow the progress of a student through the evaluation process in order to ensure that timelines are not missed because of inattention to deadlines? If so, describe the process.	Analyzing the evaluation process, including the tracking system once a student has been referred for an evaluation, what are the roles and responsibilities of each member of the MET? How do these roles and responsibilities impact the process?	Examine the manner in which the team determines what, if any, additional data are needed. At what point in the process is parental consent acquired? How does this impact the process?	Examine the impact of caseloads on the process. Are additional staff needed or are more explicit agreements with contractors required?	Examine the process when the evaluation needs of a student exceed the staff's area of expertise or experience. Do you have ready resources to follow up on vision, hearing, or behavioral concerns? Has the need for medical certification contributed to any delay?
Findings					
Evidence					
Staffing and Personnel Review	Review the quantity and qualifications of staff within the PEA to determine their ability to complete the evaluation timelines, including the ability to evaluate low-incidence disabilities.	Determine if there has been an increase or decrease in the percentage of qualified and fully certified staff over the last three years. What factors may have contributed to any changes?	Identify activities in the areas of hiring, retention, personnel development, and salary analysis that the PEA has undertaken to improve staff percentages.	Identify the number of unfilled evaluator positions in the PEA during the current school year.	Examine the number of contracted evaluators, including bilingual evaluators. How do the numbers impact the process?
Findings					
Evidence					
Problem Statement(s):					
Actionable Cause(s):					
Goal:					

Secondary Transition (Indicator 13) Analysis and Action Plan

Data Review	Review current IEPs to determine if they facilitate and document compliance of all the required components that support the articulated goals and if the planning will reasonably enable the student to meet the postsecondary goals.	Determine if there is any inconsistency in the levels of compliance among school sites. If so, identify specific factors that may have contributed to the number of compliant or noncompliant student files at each site. Is this a site-specific compliance issue or a district-wide compliance issue?	Identify the number and types of trainings, conferences, and course work in which staff has participated outside of the PEA. List the professional development opportunities related to transition offered within the PEA.	Determine if the PEA has identified transition resources, including age-appropriate assessments. List those resources currently being utilized and develop a list of other possible resources that could facilitate transition planning.	Review professional development opportunities attended by staff responsible for the required transition components.
Findings					
Evidence					
Supports and Services	Determine if the PEA staff is knowledgeable about the procedures necessary for completing all the required transition components.	Identify the years of experience for each special education staff who works with students 16 years of age and older.	Examine the involvement of personnel in transition and development. Has the PEA designated one or more individuals to assume this responsibility?	Describe the manner in which the PEA staff communicates with each other across departments in relation to transition planning.	Describe the manner in which the PEA has interacted with their ADE/PSM specialist and/or a secondary transition specialist. If no working relationships have been established, describe steps that will be taken to ensure such a partnership.
Findings					
Evidence					
Problem Statement(s):					
Actionable Cause(s):					
Goals:					

Tab Insert

Guiding Principles

CLIMATE

Guiding Principle I—A safe, healthy, facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners.

<ul style="list-style-type: none">• SCSAI• SCSEAI• SCPS• SCSIA• SCSIJ	<p>Establish a <u>school- and facility-wide climate</u> with a focus on family engagement in which youths are <u>free from threats</u> of or <u>actual physical or emotional harm</u>.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care Parent Survey, and Secure Care Student Interview Adult, Secure Care Student Interview Juvenile.
<ul style="list-style-type: none">• SCSAI• SCSEAI	<p>Create and/or revise <u>policies, procedures, and progress measures</u> that <u>prioritize education and student educational achievement</u>.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review policies and procedures, Secure Care Site Administrator Interview, and Secure Care Special Education Administrator Interview.
<ul style="list-style-type: none">• SCSAI• SCSEAI	<p>Develop a <u>continuum of academic and behavioral supports and services</u> to promote long-term educational outcomes for youths who are system involved, potentially through a tiered framework.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review policies and procedures, Secure Care Site Administrator Interview, and Secure Care Special Education Administrator Interview.
<ul style="list-style-type: none">• SCSAI• SCSEAI• SCSIA• SCSIJ	<p>Ensure <u>fairness and equity</u> in the provision of educational services and the promotion of a <u>facility-wide climate</u> that supports learning consistent with federal law.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review policies and procedures, Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care Student Interview Adult, and Secure Care Student Interview Juvenile.

FUNDING/BUDGETS

Guiding Principle II— Necessary funding to support educational opportunities for all youths within long-term secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved.

<ul style="list-style-type: none">• SCSAI• SCSEAI	<p>Plan and develop dedicated and appropriate <u>education budgets</u> at the agency and facility levels.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, and previous fiscal year grants/budgets/completion reports.
--	---

HIGHLY QUALIFIED STAFF

Guiding Principle III—Recruitment, employment, and retention of qualified education staff with skills relevant to juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.

	<p>Require that education <u>staff</u>, including special education, LEP, and related service providers, <u>hold valid education credentials</u> consistent with federal requirements and state law.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Verify that teachers/related service providers hold proper certificates via OACIS.
<ul style="list-style-type: none">• SCsAI• SCSEAI	<p>Provide or otherwise facilitate <u>access to professional development opportunities</u> for education staff so they can develop the skills to address the unique needs of students in juvenile justice settings more effectively.</p> <p>Agency Review Method: Review agendas/sign-in sheets from professional development that encourages skill acquisition needed to work with students in secure care settings.</p> <ul style="list-style-type: none">• If PEA has offered in-house training for teachers in this area, mark this item I.• If PEA has sent teachers for outside training in this area, mark this item I.• If the PEA has not offered any professional development in this area, mark this item O.
<p>ARS15-537 ARS15-203 (A)(38)</p> <ul style="list-style-type: none">• SCsAI• SCSEAI	<p>Use a teacher evaluation <u>process</u> that <u>continuously assesses teacher performance</u> based on accepted state standards for highly effective instruction.</p> <p>Agency Review Method: Review the PEA teacher evaluation system.</p> <ul style="list-style-type: none">• If PEA has a teacher evaluation system which includes teaching performance (including formal and informal evaluations) and professional practice measures and academic progress measures, mark this item I.• If the PEA has not established a teacher evaluation system that includes teaching performance and professional practice measures and academic progress measures, mark this item O.

CURRICULUM

Guiding Principle IV—Rigorous and relevant curricula aligned with state academic and career and technical education standards that utilize instructional methods, tools, materials and practices that promote college- and career- readiness.

<ul style="list-style-type: none"> • SCGETI • SCSETI 	<p>Employ current <u>instructional methods and materials appropriate</u> to each student’s age, grade placement, development, and culture.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none"> • Review Secure Care General Education Interview, Secure Care Special Education Teacher Interview, data charts, pre-/post test results, lesson plans, RDA documentation, and observations.
<ul style="list-style-type: none"> • SCSAI • SCSEAI • SCGETI • SCSETI • SCSIA • SCSIJ 	<p>Promote <u>student engagement</u> through <u>high educational expectations</u> for all students in the juvenile justice system.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none"> • Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care General Education Interview, Secure Care Special Education Teacher Interview, Secure Care Student Interview Adult, Secure Care Student Interview Juvenile, lesson plans, RDA documentation, observations, and mission statement.
<ul style="list-style-type: none"> • SCSAI • SCSEAI • SCGETI • SCSETI • SCSIA • SCSIJ 	<p>Require that students in juvenile justice residential facilities participate in the <u>same curriculum and state accountability systems</u> as students in traditional schools, and provide <u>instruction and assessments with appropriate services and accommodations</u> for students with disabilities and English learners.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none"> • Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care General Education Interview, Secure Care Special Education Teacher Interview, Secure Care Student Interview Adult, Secure Care Student Interview Juvenile, lesson plans, RDA documentation, observations, mission statement, pre-/post test data, ECAPs, and AzCIS.
<ul style="list-style-type: none"> • SCSAI • SCSEAI • SCGETI • SCSETI 	<p>Collect and use data to <u>monitor student academic progress</u>, make <u>data-informed decisions</u>, and continuously evaluate and improve the education program.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none"> • Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care General Education Interview, Secure Care

	Special Education Teacher Interview, lesson plans, RDA documentation, observations, and pre-/post test data.
--	--

<ul style="list-style-type: none"> • SCSAI • SCSEAI • SCGETI • SCSETI • SCSIA • SCSIJ 	<p>Provide <u>access to postsecondary programming</u>, including college and career and technical education that prepares students for successful transitions to adulthood.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none"> • Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care General Education Interview, Secure Care Special Education Teacher Interview, Secure Care Student Interview Adult, Secure Care Student Interview Juvenile, transition lesson plans, and transition curriculum.
---	--

RE-ENTRY/TRANSITION

Guiding Principle V—Formal processes and procedures—through statute, memoranda of understanding, and practice—that ensure successful navigation across child-serving systems and smooth reentry into communities.

<ul style="list-style-type: none">• SCSAI• SCSEAI• SCGETI• SCSETI• SCSIA• SCSIJ	<p>Immediately upon entry of a youth into a juvenile justice residential facility, <u>create individualized prerelease plans</u> in partnership with the youth and his or her family that identify <u>action steps</u> and <u>support services</u> to ensure reenrollment in a community school and reduce the likelihood of re-arrest or reoffending.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care General Education Interview, Secure Care Special Education Teacher Interview, Secure Care Student Interview Adult, Secure Care Student Interview Juvenile, and written re-entry plans.
<ul style="list-style-type: none">• SCSAI• SCSEAI• SCGETI• SCSETI	<p>Prior to release, offer additional <u>formal learning opportunities</u> for the youth that are <u>grounded in evidence- and practice-based service models</u> and <u>focused on social, emotional, and behavioral skill development</u>, especially for youths with mental health conditions.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care General Education Interview, Secure Care Special Education Teacher Interview, re-entry plans, portfolios, IEPs, transition work, and documentation of agency involvement.
<ul style="list-style-type: none">• SCSAI• SCSEAI• SCGETI• SCSETI• SCSIA• SCSIJ	<p>Establish <u>policies and procedures</u> that promote <u>school assignments best suited for students' educational success</u> and the <u>timely transfer</u> of their accurate <u>education and related records</u>.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none">• Review Secure Care Site Administrator Interview, Secure Care Special Education Administrator Interview, Secure Care General Education Interview, Secure Care Special Education Teacher Interview, Secure Care Student Interview Adult, Secure Care Student Interview Juvenile, 45-day screenings, and records requests.

Tab Insert

Guiding Principles Rubric

CLIMATE

<p>Guiding Principle - I. A safe, healthy, facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners.</p>			
<p>Core Activities</p>	<p>Interview Question</p>	<p>Family/Student Interview</p>	<p>Document Review Item</p>
<p>1. Establish a school- and facility-wide climate with a focus on family engagement in which youths are free from threats of or actual physical or emotional harm.</p>	<p>Describe your school-wide and facility-wide process for family engagement. (1 pt)</p>	<p>Family- did your student express a feeling of feeling safe while incarcerated? (1 pt)</p>	<p>NA</p>
<p>2. Create and/or revise policies, procedures, and progress measures that prioritize education and student educational achievement.</p>	<p>NA</p>	<p>NA</p>	<p>Policies and procedures (1 pt)</p>
<p>3. Develop a continuum of academic and behavioral supports and services to promote long-term educational outcomes for youths who are system- involved, potentially through a tiered framework.</p>	<p>Describe your system of academic and behavioral supports and services for long-term education outcomes for the students. (1 pt)</p>	<p>NA</p>	<p>NA</p>
<p>4. Ensure fairness and equity in the provision of educational services and the promotion of a facility-wide climate that supports learning consistent with federal law.</p>	<p>Describe your system for providing fairness and equity within your educational program. (1 pt)</p>	<p>NA</p>	<p>NA</p>

BUDGET

<p>Guiding Principle - II. Necessary funding to support educational opportunities for all youths within long-term secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved.</p>			
<p>Core Activity</p>	<p>Interview Question</p>	<p>Family/Student Interview</p>	<p>Document Review Item</p>
<p>1. Plan and develop dedicated and appropriate education budgets at the agency and facility levels.</p>	<p>How does your agency take education into account when creating annual budgets? How are you utilizing your funding? What have you purchased this year? (2pt)</p>	<p>NA</p>	<p>grant applications (1 pt) project summaries (1 pt) completion reports (1 pt)</p>

HIGHLY QUALIFIED STAFF

<p>Guiding Principle - III. Recruitment, employment, and retention of qualified education staff with skills relevant to juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.</p>			
<p>Core Activities</p>	<p>Interview Question</p>	<p>Family/Student Interview</p>	<p>Document Review Item</p>
<p>1. Require that education staff, including special education, LEP, and related service providers, hold valid education credentials consistent with federal requirements and state law.</p>	<p>NA</p>	<p>NA</p>	<p>Teacher Certification (2 pt)</p>
<p>2. Provide or otherwise facilitate access to professional development opportunities for education staff so they can develop the skills to address the unique needs of students in juvenile justice settings more effectively.</p>	<p>What professional development have you completed in the last year? (2 pt)</p>	<p>NA</p>	<p>Review agendas of attended trainings (2 pt)</p>
<p>3. Use a teacher evaluation process that continuously assesses teacher performance based on accepted state standards for highly effective instruction.</p>	<p>Describe your teacher evaluation process. (what, when, how) (2 pt)</p>	<p>NA</p>	<p>Teacher Evaluation Tool (2 pt)</p>

CURRICULUM

<p>Guiding Principle - IV. Rigorous and relevant curricula aligned with state academic and career and technical education standards that utilize instructional methods, tools, materials and practices that promote college- and career- readiness.</p>			
<p>Core Activities</p>	<p>Interview Question</p>	<p>Family/Student Interview</p>	<p>Document Review Item</p>
<p>1. Employ current instructional methods and materials appropriate to each student’s age, grade placement, development, and culture.</p>	<p>Staff (SpEd & GenEd teachers)-Describe your instructional methods? How do you know when a student is progressing/not progressing? How do you adjust instruction for different levels/needs/learning styles? Administration- What does the school do to ensure that services described in an IEP are provided? (1 pt)</p>	<p>NA</p>	<p>Data Charts, Pre and Posttest results, Lesson plans, RDA documentation, observation (2 pt)</p>
<p>2. Promote student engagement through high educational expectations for all students in the juvenile justice system.</p>	<p>Administration & Staff (SpEd & GenEd)- What specific processes do you have in place to promote student engagement? (1 pt)</p>	<p>Past student - Did you receive educational services while in the facility? Describe the services you received. (1 pt)</p>	<p>Mission statement (1 pt)</p>
<p>Require that students in juvenile justice residential facilities participate in the same curriculum and state accountability systems as students in traditional schools, and provide instruction and assessments with appropriate services and accommodations for students with disabilities and English learners.</p>	<p>Staff (SpEd & GenEd teachers)-Describe your instructional methods? How do you know when a student is progressing/not progressing? How do you adjust instruction for different levels/needs/learning styles? (1 pt)</p>	<p>NA</p>	<p>ECAPS, AZCIS, M2W, Academic Curriculum, Data Charts, Pre and Posttest results, Lesson plans, RDA documentation (2 pt)</p>

CURRICULUM

<p>1. Collect and use data to monitor student academic progress, make data-informed decisions, and continuously evaluate and improve the education program.</p>	<p>Staff (SpEd & GenEd teachers)-How do you know your students are learning? Describe the formative assessments are you using (what, when, how)? Describe your process for examining the results of assessments? (1 pt)</p>	<p>NA</p>	<p>Data Charts, Pre and Posttest results, Lesson plans, RDA documentation (2 pt)</p>
<p>2. Provide access to postsecondary programming, including college and career and technical education that prepares students for successful transitions to adulthood.</p>	<p>Staff (SpEd & GenEd teachers)-Describe your transition program? Student - Have you completed an ECAP or transition plan? (1 pt)</p>	<p>NA</p>	<p>Transition Curriculum, Schedules, ECAPS, AZCIS, M2W (2 pt)</p>

RE-ENTRY

<p>Guiding Principle - V. Formal processes and procedures—through statute, memoranda of understanding, and practice—that ensure successful navigation across child-serving systems and smooth reentry into communities.</p>			
<p>Core Activities</p>	<p>Interview Question</p>	<p>Family/Student Interview</p>	<p>Document Review Item</p>
<p>1. Immediately upon entry of a youth into a juvenile justice residential facility, create individualized prerelease plans in partnership with the youth and his or her family that identify action steps and support services to ensure reenrollment in a community school and reduce the likelihood of rearrest or reoffending.</p>	<p>Describe your process and timeline for creating an individualized pre-release plan. What components are in your individualized prerelease plan? (3 pt)</p>	<p>Student - Was a pre-release plan created with your input? (2 pt)</p>	<p>NA</p>
<p>2. Prior to release, offer additional formal learning opportunities for the youth that are grounded in evidence- and practice-based service models and focused on social, emotional, and behavioral skill development, especially for youths with mental health conditions.</p>	<p>Describe your process and timeline for creating an individualized pre-release plan. What components are in your individualized prerelease plan? (2 pt)</p>	<p>NA</p>	<p>Portfolios, Transition Work, IEPs (3 pt)</p>
<p>3. Establish policies and procedures that promote school assignments best suited for students’ educational success and the timely transfer of their accurate education and related records.</p>	<p>Describe your process for records requests. Describe your process for completion of 45 day screenings. (2 pt)</p>	<p>Student- was schoolwork assigned in a meaningful way? (2 pt)</p>	<p>Records Requests, 45 day screenings (1 pt)</p>

Tab Insert

Forms

Student Form

SSID No: _____ DOB: _____ Student: _____ Eligibility: _____

Ethnicity: _____ School: _____ Teacher: _____ Monitor: _____

Primary home language indicated by the parent: _____

Language in which the student is most proficient: _____

		Evaluation/Reevaluation		PEA ✓	Line Item	I-O-U	Description
PEA ✓	Line Item	I-O-U	Description	<input type="checkbox"/>	II.A.4	_____	Eligibility considerations
<input type="checkbox"/>	II.A.1	_____	Current evaluation 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	Student assessed in all areas related to the suspected disability (including academic, behavior, current vision and hearing status) and for preschool, a CDA (indicate areas that have not been assessed) 60-Day
<input type="checkbox"/>	II.A.2	_____	Review of existing data				<input type="checkbox"/> Vision <input type="checkbox"/> Social/behavioral
<input type="checkbox"/>		<input type="checkbox"/>	Parent request timeline				<input type="checkbox"/> Hearing <input type="checkbox"/> Communications
<input type="checkbox"/>		<input type="checkbox"/>	Current information provided by the parents				<input type="checkbox"/> Academics <input type="checkbox"/> Assistive tech.
<input type="checkbox"/>		<input type="checkbox"/>	Current classroom-based assessments				<input type="checkbox"/> Cognitive <input type="checkbox"/> Motor skills
<input type="checkbox"/>		<input type="checkbox"/>	Teachers and related service providers observation(s), including pre-referral interventions				<input type="checkbox"/> Adaptive <input type="checkbox"/> Other _____
<input type="checkbox"/>		<input type="checkbox"/>	Formal assessments	<input type="checkbox"/>		<input type="checkbox"/>	Performance in educational setting and progress in general curriculum
<input type="checkbox"/>	II.A.3	_____	Team determination of need for additional data	<input type="checkbox"/>		<input type="checkbox"/>	Educational needs to access the general curriculum, including assistive technology
<input type="checkbox"/>		<input type="checkbox"/>	Team determined that existing data were sufficient or determined that additional data were needed	<input type="checkbox"/>		<input type="checkbox"/>	For reevaluations, if any additions or modifications to the special education services are needed for the student to progress in the general curriculum
<input type="checkbox"/>		<input type="checkbox"/>	For reevaluation only, parents were informed of reason and right to request data	<input type="checkbox"/>		<input type="checkbox"/>	The impact of any educational disadvantage
<input type="checkbox"/>		<input type="checkbox"/>	Obtained informed parental consent or for reevaluation only, documented efforts to obtain consent	<input type="checkbox"/>		<input type="checkbox"/>	The impact of English language learning on progress in the general curriculum
				<input type="checkbox"/>		<input type="checkbox"/>	Team determined the student has a specific category of disability 60-Day

COMMENTS: _____

Student Form

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>		<input type="checkbox"/>	Team determined the student needs special education and related services 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	SLI—documents a communication disorder
<input type="checkbox"/>		<input type="checkbox"/>	Assessments and other evaluation materials are administered in a language and form most likely to yield accurate information 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	SLD—documents a significant discrepancy between achievement and ability in one of the identified areas or failure to respond to intervention (RTI)
<input type="checkbox"/>		<input type="checkbox"/>	Sped 72 matches eligibility	<input type="checkbox"/>		<input type="checkbox"/>	SLD—certifies that each team member agrees or disagrees
<input type="checkbox"/>		<input type="checkbox"/>	A—documents a developmental disability that significantly affects verbal and nonverbal communication and social interaction	<input type="checkbox"/>		<input type="checkbox"/>	SLD—documents determination of effects of environmental, cultural, or economic disadvantage
<input type="checkbox"/>		<input type="checkbox"/>	ED—verification by a qualified professional 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	SID—documents performance at least 4 SD below the mean
<input type="checkbox"/>		<input type="checkbox"/>	HI—verification by a qualified professional 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	TBI—verification by a qualified professional 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	HI—documents the language proficiency of the student	<input type="checkbox"/>		<input type="checkbox"/>	VI—verification by a qualified professional 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	MIID—documents performance on standard measures between 2 and 3 SD below the mean	<input type="checkbox"/>		<input type="checkbox"/>	VI—documents the results of an individualized Braille assessment for a student who is considered blind
<input type="checkbox"/>		<input type="checkbox"/>	MOID—documents performance on standard measures between 3 and 4 SD below the mean	<input type="checkbox"/>	II.A.5	_____	For initial evaluation, the student was evaluated within 60 calendar days
<input type="checkbox"/>		<input type="checkbox"/>	MD—documents a learning and developmental problem resulting from multiple disabilities 60-Day				# of days over: _____
<input type="checkbox"/>		<input type="checkbox"/>	MDSSI—documents multiple disabilities that include at least one of the following: VI or HI 60-Day				Reason: _____
<input type="checkbox"/>		<input type="checkbox"/>	OHI—verification by a qualified professional 60-Day				60-Day
<input type="checkbox"/>		<input type="checkbox"/>	OI—verification by a qualified professional 60-Day				

COMMENTS: _____

Student Form

Individualized Education Program				PEA ✓	Line Item	I-O-U	Description
PEA ✓	Line Item	I-O-U	Description				
<input type="checkbox"/>	III.A.1	_____	Current IEP (date: _____) 60-Day	<input type="checkbox"/>	III.A.4	_____	Individualized services to be provided
<input type="checkbox"/>	III.A.2	_____	IEP review/revision and participants	<input type="checkbox"/>		<input type="checkbox"/>	Special education services to be provided (If "out", indicate the missing requirement)
<input type="checkbox"/>		<input type="checkbox"/>	IEP reviewed/revised annually (previous date: _____)				<input type="checkbox"/> Not specially designed instruction (SDI) <input type="checkbox"/> No documentation of why SDI is provided by other personnel
<input type="checkbox"/>		<input type="checkbox"/>	IEP team meeting included required participants (if "no" indicate missing members) <input type="checkbox"/> Parent <input type="checkbox"/> PEA Representative <input type="checkbox"/> Gen Ed Teacher <input type="checkbox"/> Test Results <input type="checkbox"/> Special Ed Teacher Interpreter				<input type="checkbox"/> No documentation of certified special education personnel in planning, progress monitoring, or delivery of SDI <input type="checkbox"/> Special education teacher not certified <input type="checkbox"/> Other provider not certified (district only)
<input type="checkbox"/>	III.A.3	_____	General required components of IEP are included	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of related services
<input type="checkbox"/>		<input type="checkbox"/>	IEP has PLAAFP (refer to Guide Steps)	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supplementary aids, services, program modifications
<input type="checkbox"/>		<input type="checkbox"/>	Measurable annual goals related to PLAAFP	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of supports for school personnel
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of eligibility for alternate assessment, if appropriate 60-Day	<input type="checkbox"/>		<input type="checkbox"/>	Location, frequency and duration of services and modifications
<input type="checkbox"/>		<input type="checkbox"/>	For students eligible for alternate assessments only, short-term instructional objectives or benchmarks				(If "out", indicate the missing requirement) <input type="checkbox"/> Location <input type="checkbox"/> Frequency <input type="checkbox"/> Duration
<input type="checkbox"/>		<input type="checkbox"/>	Current progress report includes progress toward goals (If "out", indicate the missing requirement) <input type="checkbox"/> No description of timeline <input type="checkbox"/> Goals not measurable <input type="checkbox"/> Not done in accordance with timeline <input type="checkbox"/> Not reflective of measurement criteria in goal	<input type="checkbox"/>		<input type="checkbox"/>	Consideration of the need for extended school year
				<input type="checkbox"/>		<input type="checkbox"/>	Extent to which student will not participate with nondisabled peers
				<input type="checkbox"/>		<input type="checkbox"/>	Sped 72 matches LRE

COMMENTS: _____

Student Form

PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	III.A.5	_____	Other considerations	<input type="checkbox"/>			The student's course of study supports the identified postsecondary goal(s)
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of strategies/supports to address behavior that impedes student's learning or that of others	<input type="checkbox"/>		<input type="checkbox"/>	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of individual accommodations in testing, if appropriate	<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the student was invited to the meeting
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of communication needs of the student	<input type="checkbox"/>		<input type="checkbox"/>	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent has been obtained
<input type="checkbox"/>		<input type="checkbox"/>	Consideration of assistive technology devices and service needs	<input type="checkbox"/>			
<input type="checkbox"/>		<input type="checkbox"/>	For students who are ELL, consideration of language needs related to the IEP	<input type="checkbox"/>	III.A.7	_____	Documentation of additional postsecondary transition components
<input type="checkbox"/>		<input type="checkbox"/>	For students with HI, consideration of the child's language and communication needs	<input type="checkbox"/>		<input type="checkbox"/>	Progress reporting for services/activities
Secondary Transition Line Items (III.A.6 & III.A.7)				<input type="checkbox"/>		<input type="checkbox"/>	By age 17, a statement of rights to transfer at age 18
<input type="checkbox"/>	III.A.6	_____	For students 16 years of age or older, documentation of required postsecondary components 60-Day	<input type="checkbox"/>	III.A.8	_____	IEP reflects student educational needs 60-Day Reason for "O" call
<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals <input type="checkbox"/> No evidence of goals <input type="checkbox"/> Goal content not postsecondary <input type="checkbox"/> Not measurable <input type="checkbox"/> Required goal areas not addressed	Procedural Safeguards/Parental Participation			
<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals updated annually	<input type="checkbox"/>	IV.A.1	_____	Notices provided at required times and in a language and form that is understandable to the parent
<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the postsecondary goals were derived from age-appropriate assessment(s)	<input type="checkbox"/>		<input type="checkbox"/>	Procedural safeguards notice provided to parents within the last 12 months 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of one or more transition services/activities that support the postsecondary goal(s)	<input type="checkbox"/>		<input type="checkbox"/>	All required notices provided in a language that is: 1. the native language of the parent 2. understandable to public 60-Day

COMMENTS: _____

Student Form

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	IV.A.3		Discipline procedures and requirements followed
<input type="checkbox"/>		<input type="checkbox"/>	Notified parent on the same date the disciplinary decision was made
<input type="checkbox"/>		<input type="checkbox"/>	If a change in placement occurred, the IEP team conducted a review within 10 school days to determine the relationship between the student's disability and behavior
<input type="checkbox"/>		<input type="checkbox"/>	If the IEP team determined that behavior was a manifestation of the student's disability, an FBA was conducted and a BIP implemented or if already in place, a BIP reviewed and modified, as necessary 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	If the IEP team determined that behavior was a manifestation of the student's disability, the student was returned to placement from which the student was removed, unless the parent and PEA agreed to a change of placement 60-Day
<input type="checkbox"/>		<input type="checkbox"/>	For suspension or IAES placement, student continued to be provided FAPE, including services and adaptations described in the IEP 60-Day

COMMENTS: _____

Secure Care Site Administrator Interview (SCSAI)

PEA: _____ Site/Campus: _____ Date: _____

Interviewee: _____ Monitor: _____

	For ESS Use Only
<p>1. Describe the good things going on in the special education program in your school.</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>2. How do you create a school-wide climate with a focus on family engagement?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>P I.1</p>
<p>3. Describe how your facility has created an environment where youth are free from threats of or actual physical violence or emotional harm.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>P I.1</p>
<p>4. Describe the service delivery models presently used by your school.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>III.A.4</p>
<p>5. What does the school do to ensure the fairness and equity in the provision of services that are written into IEPs?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>III.A.4</p> <p>P I.4</p>
<p>6. Provide some examples of supports for school personnel that the school has utilized.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>III.A.4</p>
<p>7. Describe the system of academic and behavioral supports and services in place which lend themselves to positive, long-term outcomes for students.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>P I.3</p>

Secure Care Site Administrator Interview (SCSAI)

<p>8. What professional development, focused on increasing success of incarcerated students, has been provided to your teachers in the past year?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>P III.2</p>
<p>9. Describe the teacher evaluation system currently in use.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>P III.3</p>
<p>10. How often are teachers observed (formally and informally) while providing instruction?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>P III.3</p>
<p>11. How is teacher service delivery and paperwork compliance tracked?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>III A.8</p>
<p>12. How does the agency take education into account when creating the annual budget?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>P II.1</p>
<p>13. How is the agency utilizing federal funds?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>P II.1</p>
<p>14. What has the agency purchased with the Secure Care grant in the past year?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>P II.1</p>
<p>15. Please explain the agency's process and timeline for creating an individualized pre-release plan.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>P IV.1</p>
<p>16. Do you have any concerns about your special education program?</p> <p>_____</p> <p>_____</p> <p>_____</p>	

Secure Care Site Administrator Interview (SCSAI)

--	--

Secure Care Special Education Administrator Interview (SCSPEDI)

PEA: _____ Site/Campus: _____ Date: _____

Interviewee: _____ Monitor: _____

	For ESS Use Only
<p>1. Describe the good things going on in the special education program in your school.</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>2. When all evaluation data has been reviewed, what do teams specifically discuss when determining the impact of the suspected disability on an individual student's progress in the general education curriculum?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>II.A.4</p>
<p>3. Give some examples of actions taken by a MET during a reevaluation if it is determined that a student's progress has been insufficient with the current IEP.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>II.A.4</p>
<p>4. When a student is not a native English speaker, what are some examples of how a MET determines that lack of progress in the general curriculum is related to the suspected disability, rather than to limited English proficiency.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>II.A.4</p>
<p>5. How do you ensure that all service delivery models are available to meet the unique needs of all students with disabilities?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>III.A.4</p>
<p>6. What does the school do to ensure that services described in an IEP are provided?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>III.A.4</p>
<p>7. Give some examples of the specific information an IEP team considers when determining program adaptations for a student.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>III.A.4</p>

Secure Care Special Education Administrator Interview (SCSPEDI)

	For ESS Use Only
<p>8. What specific factors does an IEP team consider when making the determination of the need of assistive technology for an individual student?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>III.A.5</p>
<p>9. Please describe the continuum of behavior and academic supports in place which promote long-term success for youth in the facility?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>P I.3</p>
<p>10. How do you ensure students feel safe within the special education program?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>PI.1</p>
<p>11. How were IDEA grant funds used during the past year?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>PII.1</p>
<p>12. What professional development specific to working with students with disabilities in secure care settings has been provided to teachers?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>PIII.2</p>
<p>13. How often do you observe teachers while they are providing instruction?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>PIII.3</p>
<p>14. Please describe your method for tracking service delivery and paperwork compliance</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>PIII.3</p>
<p>15. How do you ensure that all students with disabilities are held to high expectations?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>PIV.2</p>
<p>16. Please describe the process for requesting educational records, including a specific timeline that is followed by the facility.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>U _____</p> <p>PV.3</p>

Secure Care General Education Teacher Interview (SCGETI)

PEA: _____ Site/Campus: _____ Date: _____

Interviewee: _____ Monitor: _____

	For ESS Use Only
<p>1. When a new student enrolls in your class, how are you informed of the contents of their IEP?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>III.A.3</p>
<p>2. Give some specific examples of how you're involved in MET/IEP meetings for students in your classroom.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>II.A.2 III.A.4 GP IV.1</p>
<p>3. What are some examples of supports or training that have been provided to you in order to meet the unique needs of individual students in the secure care setting?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>III.A.4 GP I.3 GP 3.2</p>
<p>4. How do you determine and report the specific progress a student is making toward IEP goals in the general education setting?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>III.A.3 GP IV.4</p>
<p>5. Give some examples of the specific information you might share with the IEP team as you consider program adaptations (accommodations/modifications) for a student in the general education setting.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>III.A.5 GP IV.4</p>
<p>6. How does your facility work to encourage family engagement?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>GP 1.1</p>
<p>7. Give some examples of the academic and behavior supports in place which support the long term educational outcomes for students.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>GP 1.3</p>

Secure Care General Education Teacher Interview (SCGETI)

<p>9. What types of professional development geared toward working with students in the justice system have you had access to?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>GP III.2</p>
<p>10. How many times during the school year are you formally or informally observed while providing instruction?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>GP III.3</p>
<p>11. Describe your classroom and the way you provide instruction.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>GP IV.1 GP IV.3</p>
<p>12. How do you know when a student is struggling academically? How do you address those struggles on an individual basis?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>GP IV.1 GP IV.3</p>
<p>13. How do you ensure the students are engaged?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>GP IV.2</p>
<p>14. How do you use data to inform instruction?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>GP IV.4</p>
<p>15. Describe the transition activities students participate in.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>III A.6 GP IV.5</p>
<p>16. Is there anything else you'd like to share about the education program?</p> <p>_____</p> <p>_____</p> <p>_____</p>	

Secure Care Special Education Teacher Interview (SCSETI)

PEA: _____ Site/Campus: _____ Date: _____

Interviewee: _____ Monitor: _____

	For ESS Use Only
<p>1. When a new student enrolls, how are you informed that they are eligible for special education services?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>II.A.2</p>
<p>2. Give some examples of the specific information a team considers when determining whether or not additional data is needed in order to determine eligibility.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>II.A.3</p>
<p>3. Once the Review of Existing Data is completed, what considerations need to be discussed previous to determining eligibility?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>II.A.4</p>
<p>4. Describe the service delivery models presently used in the facility.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>III.A.4</p>
<p>5. What are some examples of supports or training that have been provided to you in order to meet the unique needs of individual students in the secure care setting?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>III.A.4</p>
<p>6. Describe the transition programming that is happening for students with disabilities.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>III.A.6</p>
<p>7. How does your facility work to encourage family engagement?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>GP 1.1</p>
<p>8. Give some examples of the academic and behavior supports in place which support the long term educational outcomes for students.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____ O _____</p> <p>GP 1.3</p>

Secure Care Special Education Teacher Interview (SCSETI)

<p>9. What types of professional development geared toward working with students in the justice system have you had access to?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>GP III.2</p>
<p>10. How many times during the school year are you formally or informally observed while providing instruction?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>GP III.3</p>
<p>11. Describe your classroom and the way you provide instruction.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>GP IV.1</p> <p>GP IV.3</p>
<p>12. How do you know when a student is struggling academically? How do you address those struggles on an individual basis?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>GP IV.1</p> <p>GP IV.3</p>
<p>13. How do you ensure the students are engaged?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>GP IV.2</p>
<p>14. How do you use data to inform instruction?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>GP IV.4</p>
<p>15. Describe the transition activities students participate in.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>III A.6</p> <p>GP IV.5</p>
<p>16. Is there anything else you'd like to share about the education program?</p> <p>_____</p> <p>_____</p> <p>_____</p>	

SECURE CARE STUDENT INTERVIEW

PEA: _____ Site/Campus: _____ Date: _____

Interviewee: _____ Monitor: _____

	For ESS Use Only
<p>What do you like about your school? What do you do outside of school?</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>What is hardest/most challenging for you in school? Outside of school?</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Are you receiving the services currently in your IEP? If No, explain.</p> <p style="text-align: center;">YES _____ NO _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>IV.A.4</p>
<p>Was schoolwork assigned in a meaningful way?</p> <p style="text-align: center;">YES _____ NO _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>IX.A.2</p>
<p>Was a pre-release plan created with your input?</p> <p style="text-align: center;">YES _____ NO _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>X.A.1</p>

SECURE CARE PARENT INTERVIEW/SURVEY

PEA: _____ Site/Campus: _____ Date: _____

Interviewee: _____ Monitor: _____

	For ESS Use Only
<p>Did your student receive the services in their IEP? If No, explain.</p> <p style="text-align: center;">YES _____ NO _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>IV.A.4</p>
<p>Did your student do meaningful school work while incarcerated?</p> <p style="text-align: center;">YES _____ NO _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>IX.A.2</p>
<p>Did your student express feeling safe while in school?</p> <p style="text-align: center;">YES _____ NO _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I _____</p> <p>O _____</p> <p>VI.A.1</p>

Tab Insert

GUIDE STEPS

Acronyms for Forms

AF	Agency Form
CFW	Child Find Worksheet
SPW	Summary of Performance Worksheet
DRM-2	Data Review Student File Sample Selection Form
DRSF	Data Review Student Form
SAM-2	Self-Assessment Student File Sample Selection Form
SASF	Self-Assessment Student Form
OSM-2	On-Site Student File Sample Selection Form
SF	Student Form
SCAF	Secure Care Agency Form
SCSF	Secure Care Student Form
SCCFW	Secure Care Child Find Worksheet
SCSAI	Secure Care Site Administrator Interview
SCSEAI	Secure Care Special Education Administrator Interview
SCSI	Secure Care Student Interview
SCGETI	Secure Care General Teacher Interview
SCSETI	Secure Care Special Education Teacher Interview
SCPS	Secure Care Parent Survey
SCSI	Secure Care Student Interview

Guide Steps

These guide steps contain the major elements that constitute the provision of a free appropriate public education (FAPE) for students with disabilities. Each monitoring must provide a representative picture of the public education agency’s (PEA’s) compliance status. The larger PEAs—districts, charter schools, and secure care facilities—will select files by stratified random sampling. Smaller districts, charter schools, and secure care facilities will review all student files.

For a guide to the minimum number of files to review for a Data Review, see DRM-2; for Self- Assessment, see SAM-2; for an On-Site Monitoring, see OSM-2.

The following instructions include all of the compliance items within the Arizona monitoring system. It is incumbent upon the PEA to meet each of these requirements as well as all other requirements of IDEA, State Statute, and State Administrative Code.

General Instructions	
Step 1	Record the demographic information requested. All demographic information must be entered on the student form. If a student does not have an SSID number, use the student’s birth date and initials. Use the AzEDS category from the most recent census submitted to the Arizona Department of Education (ADE). When reviewing the evaluation timeline for a student who was found to be not eligible for special education, record the SSID number and eligibility category as “Not Special Education” (NSE).
Step 2	Determine the primary language spoken by the parent (to ensure that the PEA has met the parent notification requirements). Student File Review Method: Review the file for the language of the home as indicated by the parent , and write the language in the space provided. Use any parent source (language survey [PHLOTE], registration, developmental history), but do not use a secondary source, such as the evaluation report summary.
Step 3	Determine the language proficiency of the student (to ensure that the PEA has properly evaluated and is appropriately educating the student). Student File Review Method: If the primary language of the child is other than English, verify that the PEA has determined the language in which the child is most proficient. Look for the results of language proficiency testing, the Arizona English Language Learner Assessment (AZELLA). This may not be located in the special education file; you may have to access it in the cumulative or English language learner file. Specify the language proficiency in the space provided.
Step 4	Conduct the file review and record the information using the following codes: <ul style="list-style-type: none"> I = In compliance O = Out of compliance U = Unreported

SECTION I: Child Find

I.A.1 Child Find Requirements

<p>300.111(a)(1)(i) AF, SCAF</p>	<p>Determine if the PEA has board-approved special education policies and procedures to ensure that all children with disabilities who are in need of special education and related services are identified, located, and evaluated.</p> <p>Agency Review Method: Verify that child find is included in the PEA’s current board-approved policies and procedures.</p>
<p>R7-2-401.D.1 AF, SCAF</p>	<p>Determine if child find procedures have been made available, either electronically or in writing, to parents within the PEA’s boundaries of responsibility, including parents of children with disabilities attending private schools and home schools.</p> <p>Agency Review Method: Review available documentation such as a letter, flyer, web page, link, or other means of documentation. If parents have been made aware of procedures via the available documentation, mark this item I.</p>
<p>300.134 300.135 R7-2-401.C.3 R7-2-401.L AF, SCAF</p>	<p>Determine if the PEA maintains an invitation list and agenda of the child find meeting with the private school staff and families (home-school involvement). All references to private school students also include students who are home- schooled.</p> <p>Agency Review Method:</p> <ul style="list-style-type: none"> • Locate the invitation list to the meeting between private schools and the district. Locate the agenda for this meeting. If private schools are listed as invited and if the meeting agenda covers private school and home-school involvement in child find efforts, mark this item I. • If there is no documentation of a meeting invitation list and agenda, mark this item O. • If the agency is a school district, this item cannot be marked U. If the agency is a charter school, mark this item U.

<p>R7-2-401.D.5 R7-2-401.D.6 CFW, SCCFW</p>	<p>Determine if the procedures for screening appropriate school-aged students were completed within 45 calendar days of entry and that the seven required areas were addressed.</p> <p>The required areas are vision, hearing, cognitive or academic, communication, motor, social or behavioral, and adaptive or self-help.</p> <p>Child Find Worksheet Method: Compare the date of enrollment and the date of screening OR the date of the documented review of records.</p> <ul style="list-style-type: none"> • If the student was screened in all seven areas within 45 calendar days, mark this item I. • If any area was not screened, mark this item O. • If the student was screened, but not within the required 45 calendar days, mark this item O. • If the student was not screened, mark this item O.
<p>R7-2-401.D.8 CFW, SCCFW</p>	<p>Determine if the students were referred for follow-up and/or evaluation when concerns were noted on the 45-day screening.</p> <p>Child Find Worksheet Method: If concerns were noted about any of the students who were screened, the school must document follow-up actions. Follow-up may consist of a variety of actions, and the appropriateness of the follow-up is dependent upon the nature of the concern.</p> <ul style="list-style-type: none"> • If concerns were noted, look for documentation of follow-up that may include: documentation of attempts to collect additional records, collection of additional records, implementation of classroom interventions, or referral to a child study team or for a special education evaluation. If this documentation is evident, mark this item I. • If concerns were noted and there is no documentation of follow-up, mark this item O. • If no concerns are noted, mark U.

SECTION II: Evaluation/Reevaluation

**For initial evaluation of a student who did not qualify, make a compliance call on II.A.5 ONLY.
For a student who has been phased out of special education, make a compliance call on II.A.1, II.A.2, II.A.3, II.A.4, IV.A.1 and IV.A.2.**

II.A.1 Completion of Evaluation/Reevaluation

300.301(a)

An evaluation, **beginning with the review of existing data** and including an eligibility determination, has been completed (includes phased-out students).

300.303(b)

300.305(e)(1)

Student File Review Method: Review the file for the current (**dated within 3 years of the file review date**) evaluation and the eligibility documentation.

300.306

If a current evaluation and eligibility determination that contain evidence of team participation are present, mark this item **I**.

If there is an evaluation that includes evidence of team participation, but components are missing or do not meet minimum compliance, mark this item **I**, and mark the components in the line items that follow as appropriate.

SF, SASF,
SCSF

**60-Day
Correction**

FOR REEVALUATIONS ONLY:

If no current reevaluation documentation is found, then look for evidence of the agreement between the parent and PEA that the reevaluation was unnecessary. This agreement must be based upon a discussion of the advantages and disadvantages of conducting a reevaluation, as well as the effect a reevaluation might have on a child's educational program. If neither a reevaluation nor an agreement is found, mark this item **O** and enter **U** on the remainder of the evaluation items.

If evidence of the agreement that a reevaluation was unnecessary is present, then mark this and all remaining items in evaluation as **U**.

If a student has been phased out of special education, the team must have conducted a reevaluation prior to the **decision** to dismiss the student from special education. The decision of the team may be based on existing information or on newly administered tests or assessments. There is no requirement that new data be gathered to phase out a student, but all components pertinent to the student's category of eligibility must be addressed and documented. If no evaluation is found for a phased-out student, mark this item **O** and enter **U** on the remainder of the evaluation items.

***Note: A PWN for initial referral is needed PRIOR to the review of existing data. (Refer to line item IV.A.2)**

II.A.2 Review of Existing Data	
<p>300.301(c)(i) R7-2-401. E.4 SF, SASF, SCPS, SCSF, SCSI</p>	<p>Review of existing data occurred within 15 school days of a parent’s written request for evaluation.</p> <p>Student File Review Method: Determine if there is evidence of a written parent request for evaluation. If so, ensure the PEA documented a review of existing data or issued a PWN, refusing to evaluate, within 15 school days.</p> <p>If there is evidence of a parent request for evaluation and the timeline is met, mark this item I.</p> <p>If there is evidence of a parent request for evaluation and the timeline is not met, mark this item O.</p> <p>If there is no evidence of a parent request for evaluation, mark this item U.</p>
<p>300.305(a)(1)(i) SF, SASF, SCPS, SCSF, SCSI</p>	<p>The parent provided current information during the review of existing data timeframe and before the decision of the need for additional data.</p> <p>Student File Review Method: Determine if there is evidence that the parent provided information to the team OR that the PEA made several, varied efforts to request information from the parent. This may be a review of information provided through a meeting, questionnaire, phone interview, or e-mail to document developmental, medical, functional, and other pertinent information before the decision that additional data was needed. For students 18 years or older whose rights have transferred, look for evidence of current information provided by the adult student and/or the parent.</p> <p>If the parent was not a member of the team or it is evident input is ONLY from prior evaluations, mark this item O unless, during a reevaluation, the PEA documented their efforts to gather parental input.</p>
<p>300.305(a)(1)(ii) SF, SASF, SCSF</p>	<p>Current classroom-based assessments were reviewed before the decision of the need for additional data.</p> <p>Student File Review Method: Determine if the team considered specific classroom-based information (quantitative data) shared by the child’s teacher related to classroom assessments, such as quarterly grades, portfolio information, and/or anecdotal records such as behavior tracking records.</p> <p>For a student being evaluated for a possible learning disability based on an MTSS process, comparative reports of progress monitoring from each tier of instruction/intervention were reviewed.</p>

	<p>For children birth to 3, assessment and performance information from early intervention programs were reviewed. For reevaluations of preschool students, the team may include specific assessment information from Teaching Strategies GOLD/My Teaching Strategies.</p> <p>If it is clear that the child’s teacher was not included in the review of existing data process, mark this item O.</p> <p>If the student has not attended school or an early intervention program, mark this item U.</p>
<p>300.305(a)(1)(iii) SF, SASF, SCSF</p>	<p>Teacher and related service provider input/observations were reviewed before the decision of the need for additional data.</p> <p>Student File Review Method: Determine if the team considered information (qualitative data) that was shared by <u>any</u> teacher and/or related service provider, community-based personnel, service provider for children birth to 3, or other provider, as appropriate. Examples of information include pertinent data related to peer relationships, work habits, organizational skills, motivation, behavior and/or self-esteem, and any pre-referral intervention efforts for initial evaluations.</p> <p>For a student being evaluated for a possible learning disability based on an MTSS process, descriptions of research-based instruction and tiered interventions and documentation that the interventions were implemented with fidelity and for sufficient periods of time were reviewed.</p> <p>If the student has not attended school, mark this item U.</p>
<p>300.305(a)(1)(ii) SF, SASF, SCSF</p>	<p>Formal assessments were reviewed prior to the decision of the need for additional data.</p> <p>Student File Review Method: Determine if the team considered performance on assessments conducted within the PEA environment, such as the AzMERIT, ACT, SAT, the MSAA (Multi-State Alternative Assessment), Stanford 10, or AZELLA.</p> <p>If the team did review this data, mark this item I.</p> <p>If the student is a transfer and the PEA was unable to obtain any assessment data OR if the student is not the appropriate age for this type of formalized assessment, mark this item U.</p>

II.A.3 Team Determination of Need for Additional Data

<p>300.305(a)(2) SF, SASF, SCSF, SCSETI</p>	<p>A team determined that existing data were sufficient or that additional data were needed.</p> <p>Student File Review Method: Determine if a team discussed and made a determination about the need for additional data following the review of existing data (before parent consent was obtained and before the collection of additional data and/or before eligibility was determined).</p> <p>Examples:</p> <ul style="list-style-type: none">• Based on the review of existing data, the team determined that additional data were not needed = I• The team determined concerns about the student could not be addressed without collecting additional data = I• There is no documentation that the team made the determination regarding the need for additional data = O
<p>300.305(d) SF, SASF, SCSF</p>	<p>For reevaluations only, when the team decided NOT to collect additional data, the parents were informed of the reasons for that decision and their right to request additional data.</p> <p>Student File Review Method: For reevaluations only, look for evidence that the parents were informed of the reason the school did not plan to gather further information and of the parents' right to request additional data. Verify this through documentation of a conversation or letter or in the body of the evaluation report. It does not need to be (but may be) in the form of a prior written notice.</p> <p>Mark this item U for initial evaluations and reevaluations that did not require additional data.</p>

<p>300.9 300.300(a)(1) 300.300(c)(1)(i) 300.300(c)(2) SF, SASF, SCSF</p>	<p>If the team determined that additional data were needed, informed parental consent was obtained following the review of existing data (or for reevaluations, efforts were made to obtain consent) and before the collection of additional data.</p> <p>Student File Review Method: Determine if informed written parental consent is documented. For students 18 years or older whose rights have transferred, look for written consent from the student.</p> <p>If there is no documentation of informed parental consent, mark this item O.</p> <p>In the case of a reevaluation, if the PEA attempted to obtain consent, but the parent did not respond, and the PEA adequately documented those efforts, mark this item I.</p> <p>If no additional data are needed, mark this item U.</p> <p>If the student transferred in with a current evaluation and parent consent was not included in records received, mark this item U.</p> <p>*Note: A PWN noting informed consent is needed before gathering additional data. (Refer to line item IV.A.2)</p>
--	--

II.A.4 Eligibility Considerations

300.304(c)4)

ARS 15- 761(24)
and (34)

SF, SASF, SCSF

60-Day Correction

The student was assessed in all areas related to the suspected disability.

Student File Review Method: Look for documentation of any of the following:

- concerns brought forward in the pre-referral process
- review of existing data
- parent/teacher input
- any area where informed parental consent was obtained
- any area related to the student’s suspected disability
- may include, but is not limited to, any academic, social, behavioral, vision and hearing issues, or assistive technology needs

For a preschool child, determine if all of the developmental domains (cognition, language, motor, personal/social, and adaptive) were addressed in the evaluation. Instruments designed for screening purposes do not meet the requirements for a complete and individual evaluation.

Note: If there were problems identified through the vision or hearing screening, the problems must be resolved prior to continuing with the evaluation UNLESS the nature of the problem is part of the evaluation process and the strategies/ instruments used during the evaluation take into account the vision or hearing issues.

Examples:

- When testing a 2nd grader with chronic middle ear infections who was being medically treated but was unresponsive to treatment, the evaluation team used assessment methods that minimized the impact of language and hearing status on test results. = I
- The student was failing to make progress in math and statewide test scores were significantly below expectations yet the evaluation did not address math as an area of concern. = **O**
- The evaluation of a preschool child did not include assessment data from all five areas. = **O**
- The evaluation of an unintelligible student with cerebral palsy who demonstrated average intelligence and receptive language did not include an assessment of assistive technology needs in the area of expressive communication. = **O**

<p>300.304(b)(1)(ii) SF, SASF, SCSF, SCSEAI</p>	<p><u>Upon review of all data</u>, the team documented issues related to the student’s performance in the educational setting and how progress in the general curriculum is affected by the student’s disability.</p> <p>Student File Review Method: Locate documentation of the overall impact that the disability has on the student’s education, including progress in the general curriculum. For a preschool child, this means the general developmental progress of the child.</p> <p>This information must be student-specific and must not contain boilerplate statements.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Student’s reading comprehension disability will make it difficult for the student to acquire information through written text. = I • Student’s emotional disability causes student to be excessively fearful of failure before peers, which impacts the student’s ability to participate in group work and presentations. = I • Preschool student’s speech-language and motor delays affect social interaction progress and cause student to lash out when frustrated. = I • Results of the current evaluation suggest that student needs special education services to benefit from instruction. = O • The student meets the criteria under the educational classification of specific learning disability and that will impact the ability to access and progress in the general curriculum. = O
<p>300.304(b)(1) 300.304(c)(6) SF, SASF, SCSF, SCSEAI</p>	<p><u>Upon review of all data</u>, the educational needs to access the general curriculum are identified.</p> <p>Student File Review Method: In interpreting evaluation data to determine the educational needs of a student, locate documentation that the team considered information from a variety of sources, including aptitude and achievement tests and parent input and teacher recommendations, as well as information about the student’s physical condition, social or cultural background, and adaptive behavior.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Because of the student’s auditory processing disability, all instructional material should be presented in print media. = I • Student is weak in auditory memory. = O

	<ul style="list-style-type: none"> • Although student achievement in math does not evidence a significant discrepancy, given his AzMERIT scores and teacher input, the team has determined that using manipulative aids will help the student to improve math calculation skills. = I • Student needs help in math. = O • Student needs assistance in using positive behaviors as an alternative to reacting in an aggressive physical or verbal manner. = I • Student needs behavioral support. = O • Student needs generalization and practice in daily living skills. = I • Student is overly dependent on aide. = O • Because of the student’s reading comprehension disability, the student should be provided with assistive technology (e.g., Kurzweil) to access grade-level text. = I • Because of the student’s reading disability, the student needs specialized instruction. = O
<p>300.305(a)(2) (B)(iv) SF, SASF, SCSF</p>	<p>Upon review of all data, for reevaluations only, the team considered and documented any additions or modifications to the special education or related services needed for the student to progress in the general curriculum.</p> <p>Student File Review Method: Determine if the team considered the needs of the student in making progress toward annual goals and in the general curriculum. If progress was deemed insufficient, determine if the team recommended additions, deletions, or revisions to the services. If no additions or modifications were needed, a statement to that effect should be included.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Student is not making progress with math facts. Flash card drills and weekly testing have not improved his accuracy when he completes math problems. It is recommended that the use of manipulatives be incorporated into math instruction. = I • No changes or modifications are needed. = I • Student’s AzMERIT scores in math show that she has moved from “minimally proficient” to “partially proficient” on the grade-level standard. The current level of special education support she has been receiving is meeting her needs. = I • Student has continued to make adequate progress on all annual goals and is becoming more social in classes through his active participation so there are no changes needed at this time. = I • N/A or not addressed = O • Mark this item U for initial evaluations.

<p>300.306(b) (1)(i) 300.306(b) (1)(ii)</p> <p>ARS 15-761(2)(b)(i) ARS 15-761(2)(b)(ii)</p> <p>SF, SASF, SCSF</p>	<p>A student must not be determined to be a student with a disability if the determinant factor is lack of appropriate instruction in reading and/or math.</p> <p>Student File Review Method: Determine if the team considered the lack of learning opportunities. There should be a clear statement of the consideration within the evaluation documentation. A rule-out statement is sufficient ONLY if there is no evidence of a lack of learning opportunities.</p> <p>For preschool students, lack of formal schooling/child care is not considered a lack of appropriate instruction in reading and/or math.</p> <p>The lack of learning opportunities may include:</p> <ul style="list-style-type: none"> • Frequent school changes. • Poor attendance. • Multiple teachers in the same year. • Questionable home-school curriculum.
<p>300.306(b)(iii)</p> <p>ARS15-761(2)(b)(iii)</p> <p>SF, SASF, SCSF, SCSEAI</p>	<p>If the student is not a native English speaker, the impact of limited English proficiency on progress in the general curriculum must be addressed.</p> <p>Student File Review Method: Determine if the team documented their consideration of language proficiency (AZELLA). There should be a clear statement of the consideration within the team documentation. A rule-out statement is sufficient ONLY if there is no evidence of limited English proficiency (refer to primary home language other than English [PHLOTE] survey).</p> <p>Examples of the impact could include:</p> <ul style="list-style-type: none"> • The student is making slow progress in his acquisition of English and instruction should be provided in both languages. • The student is becoming more proficient in English. Instruction should be provided in English with additional directions given in Spanish, if necessary. • The student’s learning disability has more impact on the acquisition and use of vocabulary than the level of the student’s language proficiency. <p>Mark this item U if the student is a native English speaker.</p>

<p>300.306(a)(1) SF, SASF, SCSF</p> <p>60-Day Correction</p>	<p><u>Upon review of all data</u>, a team determined that the student has a specific category of disability.</p> <p>Student File Review Method: Locate documentation of the team’s decision regarding the specific disability category. All criteria for classifying any given disability should be reported and clearly demonstrated with supporting data.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The eligibility report documents that multiple people had a role in making the classification decision and that the decision was made using data from a variety of sources. = I • There is no eligibility determination. = O • Decision is made by one person, not a team. = O
<p>300.306 (a)(1) ARS 15-761 (30) & (32) SF, SASF, SCSF</p> <p>60-Day Correction</p>	<p><u>Upon review of all data</u>, a team determined the student needs special education and related services.</p> <p>Student File Review Method: Locate documentation of the eligibility for special education that is based on the presence of a disability and the need for specialized instruction.</p> <p>The date the team documents these decisions becomes the new eligibility determination date from which the timeline for future triennial reevaluation dates will be based. Determine if the written report includes salient information related to the eligibility determination, the category of disability, and the need for services supporting the eligibility determination.</p>
<p>300.304 (c)(1) & (3) SF, SASF, SCSF</p> <p>60-Day Correction</p>	<p>Assessments and other evaluation materials were administered in a language and form most likely to yield accurate information.</p> <p>Student File Review Method: Review assessments and other evaluation materials to ensure that they were selected and administered in a nondiscriminatory racial or cultural manner and that they were administered in a form and language most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it was not feasible to do so. A simple statement to this effect is NOT sufficient IF the evidence is clearly to the contrary.</p> <p>Examples:</p> <ul style="list-style-type: none"> • There is evidence that the child is not proficient in English and all tests were administered in English and required English language proficiency. = O • Evidence shows that the child is not proficient in English and tests were administered in the native language. = I

	<ul style="list-style-type: none"> • The child is monolingual Urdu and tests were administered that are nonverbal or nonlanguage based. = I • The child’s level of language proficiency was not determined and documented. = O • The child is monolingual Navajo and the teacher aide (who is trained to assist in assessment) interpreted for the child during testing. = I • The child has a hearing impairment and tests were administered that are nonverbal or nonlanguage based or were developed/normed for children who have a hearing impairment. = I
<p>ARS 15-943(2)(b) ARS 15-1042</p>	<p>Student eligibility category reported matches student’s current evaluation.</p> <p>Student File Review Method: Compare the current eligibility reported on the SPED 72 to ensure data matches current eligibility documented in the most recent evaluation.</p> <p>Examples:</p> <ul style="list-style-type: none"> • SPED 72 reports student as SLD and current evaluation determined eligibility as SLD. = I • SPED 72 reports student as DD, but most recent evaluation changed eligibility from SLI to SLD. = O • Initial evaluation determined student eligible under SLI on 8/21/19, but SPED 72 does not show student. = O • Current evaluation shows that student was phased out (no longer eligible) on 5/15/19 but is still being reported as eligible on the SPED 72. = O
<p>300.8(c)(1) ARS 15-761(1) SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Autism (A): a developmental disability that significantly affects verbal and nonverbal communication and social interaction and adversely affects educational performance.</p>
<p>300.8(b) ARS 15-761(3) SF, SASF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Developmental Delay (DD): performance by a child who is at least three years of age, but under ten years of age, on a norm-referenced test that measures at least one and one-half, but not more than three, standard deviations below the mean for children of the same chronological age in two or more of the following areas:</p> <ol style="list-style-type: none"> Cognitive development Physical development Communication development Social or emotional development Adaptive development

	<p>For preschool only: The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment-based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.</p>
<p>300.8(c)(4)</p> <p>ARS 15-761(7)</p> <p>R7-2-401. E.7.a</p> <p>SF, SASF, SCSF</p> <p>60-Day Correction</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Emotional Disability (ED): verification by a qualified professional of one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: inability to learn, inability to build or maintain relationships, inappropriate behavior/feelings, unhappiness or depression, physical symptoms/fears, or schizophrenia, which adversely affects education performance.</p>
<p>300.8(c)(5)</p> <p>ARS 15-761(8)</p> <p>R7-2-401. E.7.b</p> <p>SF, SASF, SCSF</p> <p>60-Day Correction</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Hearing Impairment (HI): verification by a qualified professional of a hearing impairment that interferes with the student’s performance in the educational environment and requires the provision of special education and related services. If there is evidence that a student’s condition has changed, look for documentation that the team discussed the need for an updated medical verification.</p>
<p>R7-2-401. E.7.b</p> <p>SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Hearing Impairment (HI): evaluation of the language proficiency of the student, including documentation of the student’s mode of communication and its effectiveness for the student in accessing the general curriculum.</p>
<p>ARS 15-761(14)</p> <p>SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Mild Intellectual Disability (MIID): performance on standard measures of intellectual functioning and adaptive behavior between two and three standard deviations (SD) below the mean for students of the same age.</p>
<p>ARS 15-761(15)</p> <p>SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Moderate Intellectual Disability (MOID): performance on standard measures of intellectual functioning and adaptive behavior between three and four standard deviations (SD) below the mean for students of the same age.</p>

<p>300.8(c)(7) ARS 15-761(17) SF, SASF, SCSF 60-Day Correction</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Multiple Disabilities (MD): multiple disabilities include two or more of the following: HI, OI, MOID, and/or VI or a student with one of the disabilities already listed in this section existing concurrently with MIID, ED, or SLD.</p>
<p>ARS 15-761(18) SF, SASF, SCSF 60-Day Correction</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Multiple Disabilities with Severe Sensory Impairment (MD-SSI): multiple disabilities include: (1) severe visual impairment or hearing impairment, with another severe disability or (2) severe visual impairment and severe hearing impairment.</p>
<p>300.8(c)(9) ARS 15-761(20) R7-2-401. E.7.c SF, SASF, SCSF 60-Day Correction</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Other Health Impaired (OHI): verification by a qualified professional of limited strength, vitality, or alertness, including heightened alertness to environmental stimuli (such as ADD or AD/HD) that is due to chronic or acute health problems and adversely affects student performance. If there is evidence that a student’s condition has changed, look for documentation that the team discussed the need for an updated medical verification.</p>
<p>300.8(c)(8) ARS 15-761(19) R7-2-401E.7.e SF, SASF, SCSF 60-Day Correction</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Orthopedic Impairment (OI): verification by a qualified professional of one or more severe orthopedic impairments, including those caused by congenital anomaly, disease, and other causes, such as amputation or cerebral palsy, and that adversely affect educational performance. If there is evidence that a student’s condition has changed, look for documentation that the team discussed the need for updated medical verification.</p>
<p>ARS 15-761(24) SF, SASF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Preschool Severe Delay (PSD): more than three SD below the mean in one or more of the following areas: cognitive, motor, communication, social/emotional, or adaptive development.</p> <p>The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment-based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.</p>

<p>300.8(c)(11)</p> <p>ARS 15-761(34)(a)</p> <p>SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Speech or Language Impairment (SLI): a communication disorder such as stuttering, impaired articulation, severe disorders of syntax, semantics, or vocabulary, or functional language skills, or a voice impairment to the extent that it calls attention to itself, interferes with communication, or causes a student to be maladjusted.</p> <p>For preschool performance on norm-referenced language test that measures between one and one-half standard deviations below the mean. The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input. Additionally, eligibility can only be determined if the child is not eligible under another preschool category or developmental delay.</p>
<p>300.8(c)(10)</p> <p>300.307</p> <p>300.309</p> <p>ARS 15-761(33)</p> <p>R7-2-401. E.7.d</p> <p>SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Specific Learning Disability (SLD): a determination of whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development that meets the public education agency criteria through one of the following methods:</p> <ul style="list-style-type: none"> • A discrepancy between achievement and ability; • The child’s response to scientific, research-based interventions; or • Other alternative research-based procedures. <p>Each PEA must establish its own local school board approved criteria for SLD eligibility criteria.</p>
<p>300.311(b)</p> <p>SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Specific Learning Disability (SLD): a certification of each team member's agreement or disagreement must be included. This certification may be contained in the report or may be located on a separate eligibility statement.</p>
<p>300.311(a)(6)</p> <p>SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Specific Learning Disability (SLD): a determination of the effects of environmental, cultural, or economic disadvantage must be included. Documentation can be found anywhere throughout the evaluation.</p>
<p>ARS 15-761(29)</p> <p>SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Severe Intellectual Disability (SID): performance on a standard measure of intellectual functioning and adaptive behavior at least four SD below the mean for a student of the same age.</p>

<p>300.8(c)(12)</p> <p>ARS 15-761(38) R7-2-401. E.7.h</p> <p>SF, SASF, SCSF</p> <p>60-Day Correction</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Traumatic Brain Injury (TBI): verification by a qualified professional of an acquired injury to the brain that is caused by an external physical force and that results in total or partial functional disabilities, psychosocial impairment, or both that adversely affects educational performance. If there is evidence that a student’s condition has changed, look for documentation that the team discussed the need for an updated medical verification.</p>
<p>300.8(c) (13)</p> <p>ARS 15-761(39) R7-2-401. E.7.i</p> <p>SF, SASF, SCSF</p> <p>60-Day Correction</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Visual Impairment (VI): verification by a qualified professional of a visual impairment that interferes with the student’s performance in the educational environment and that requires the provision of special education and related services. If there is evidence that a student’s condition has changed, look for documentation that the team discussed the need for an updated medical verification.</p>
<p>300.324(a) (2)(iii)</p> <p>ARS 15-761(39)</p> <p>ARS 15-214 (A)(1)</p> <p>SF, SASF, SCSF</p>	<p>Documentation supports the category and substantiates eligibility for:</p> <p>Visual Impairment (VI): individualized Braille literacy assessment completed for students who are blind. This assessment should address the effect that the visual impairment has on reading and writing performance that is commensurate with the student’s ability.</p> <ul style="list-style-type: none"> • If a student with a visual impairment is not blind, mark this item U. • Mark this item U for phased-out students.

II.A.5 Initial Evaluations Completed within 60 Calendar Days of Receipt of Informed Written Consent of Parent

<p>300.301(c)(i) R7-2-401. E.3 R7-2-401. E.4 R7-2-401. E.5</p> <p>SF, SASF, DRSF, SCSF</p> <p>60-Day Correction</p>	<p>The initial evaluation of a student was completed within 60 calendar days of receipt of informed written consent from parent(s). For students transitioning from the Arizona Early Intervention Program (AzEIP), consider the evaluation as an initial evaluation.</p> <p>The 60-day evaluation period may be extended for an additional 30 days, provided it was in the best interest of the child and the parents and PEA agreed in writing to such an extension.</p> <p>Student File Review Method: Determine if the PEA conducted the initial evaluation within 60 calendar days of receipt of informed parental consent. The 60-day period begins with the written informed consent and ends with the team determination of eligibility. If the parent requested the evaluation and the team concurred, the 60-day period began when the written informed consent was received by the PEA.</p> <p>If the timeline for the evaluation was not met, mark this item O. Enter the number of days beyond 60 AND the reason the timeline was not met on the Student Form. If this evaluation was conducted by another PEA, or if the parent repeatedly failed or refused to make the child available, the timeline does not apply. Mark this item U.</p> <p>For initial evaluations of students who did not qualify, make compliance call on this line item ONLY.</p>
--	---

SECTION III: Individualized Education Program

When considering the line items within the IEP section, be sure to review the IEP in its entirety. Compliance calls should be made based upon the IEP content as a whole.

III.A.1 Current IEP

<p>300.323(a) 300.323(b) SF, SASF, DRSF, SCSF</p> <p>60-Day Correction</p>	<p>There is a current IEP.</p> <p>Student File Review Method: Record the meeting date when the most recent IEP was developed. If the IEP was developed or revised less than 365 days prior to the date of the file review, the IEP is current. Mark any other status in noncompliance (O).</p> <p>This item cannot be marked U.</p> <p>If there is no current IEP, mark this item O and mark line items III.A.2 through III.A.8 with a U.</p>
---	---

III.A.2 IEP Review/Revision and Participants

<p>300.320(a) 300.323(a) 300.324(b) R7-2-401.G.6 SF, SASF, SCSF</p>	<p>Each IEP is reviewed/revised at least annually.</p> <p>Student File Review Method: If the IEP being reviewed is an initial IEP, mark this item U. If another IEP exists, enter the meeting date the previous IEP was developed in the space. Compare that date with meeting date of the current IEP to determine if an IEP review was conducted within the last 365 days.</p> <p>Examples: 12/4/18 to 12/3/19 = I 12/4/18 to 12/4/19 = I 12/4/18 to 12/5/19 = O</p>
---	---

<p>300.321(a)(1–7) 300.321(b)(1) 300.324(a)(4)(i) 300.325(a)(2) 300.321(e) (1) & (2) SF, SASF, SCSF</p>	<p>The IEP team meeting included the required participants.</p> <p>Student File Review Method: Review the file for evidence of the following participants:</p> <ul style="list-style-type: none"> • One or both of the student’s parents; • Not less than one regular education teacher of the student; for preschool, this might be a day care provider, Head Start teacher, PEA preschool teacher, or a kindergarten teacher; • Not less than one special education teacher or special education provider of the student; • A representative of the PEA who is qualified to provide or supervise the provision of special education and who is knowledgeable of general curriculum and availability of resources (must have authority to commit the resources needed to implement the IEP); • An individual who can interpret instructional implications of evaluations. <p>Note: For a student being placed in an approved private day school, look for evidence that a representative of the approved private day school participated in the IEP meeting.</p> <p>The people listed above must have been in attendance at the meeting unless the statutory stipulations below are fulfilled:</p> <ol style="list-style-type: none"> 1. A member of the IEP team is not required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the PEA agree that the member’s attendance is not necessary because the member’s area of the curriculum or related services is not being modified or discussed in the meeting. 2. A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member’s area of the curriculum or related services, if <ul style="list-style-type: none"> • the parent and the local educational agency consent to the excusal; and • the member submits in writing to the parent and the IEP team input into the development of the IEP prior to the meeting. <p>A parent’s agreement under # 1 and # 2 above must be in writing.</p>
---	---

III.A.3 General Required Components of the IEP Are Included

300.320(a)(1)
300.324(a)(1)
SF, SASF, SCSF

The IEP includes the student's present level of academic achievement and functional performance (PLAAFP), which should include strengths and needs and how the disability affects the student's involvement and progress in the general curriculum. Information should relate to the most recent evaluation data, as well as include current classroom data.

Beginning at age 16, the student's current functioning in relation to identified post-school outcomes should be described in the PLAAFP (or in another section of the IEP related to transition).

Student File Review Method: Review the IEP to determine if there is a present level of academic achievement and functional performance. **Look for documentation more extensive than test scores or grade-level equivalents. Areas pertinent to the student's needs must be addressed in the PLAAFP.**

This requirement includes preschool students at the functional or readiness levels. In annual IEP reviews of preschool students, assessment data from Teaching Strategies GOLD/My Teaching Strategies may be included.

Examples of the present levels can be aligned with measurable annual goals, special education services, and progress reports. (See Appendix A.)

Note: The **O** examples below contain information that might be included in the PLAAFP; however, on their own, these examples would not contain enough information to be compliant.

Examples:

1. Student can correctly define 10% of veterinary terms found in veterinary technical manuals. = **I**
Student needs help with vocabulary. = **O**
2. Given picture-clue instructions, student follows two-step directions. Given three-step directions, student was unable to complete any steps. = **I**
Student has an IQ of 32 as measured by the WISC. = **O**
3. Using grade-level social studies textbook and current reading assignment, student will orally read 22 wpm with three errors, on average, over four trials. = **I**
Student reading at 2.9. = **O**

	<p>4. Student can correctly multiply 2-digit by 2-digit whole numbers with no problem but struggles with 3-digit by 2-digit multiplication. = I Student struggles with math. = O</p> <p>5. The OT reports that the student has the necessary muscular development, and this year, should be able to develop the necessary motor control to use the communication board for purposeful communication. = I Student needs to improve her motor skills. = O</p> <p>6. Student often displays aggressive behavior toward peers. Student yells, pushes, and is sent to the office on a frequent basis. = I BASC scores indicate student has behavior problems. = O</p> <p>7. Student's content area teachers (social studies, math, science, and language arts) report that the student never turns in any homework. = I Student is working below grade level in social studies, math, science, and language arts. = O</p> <p>8. Student shows little interest in interacting with his preschool peers. When cued to stop and give another child a turn, the student verbally protests and becomes agitated. = I Student does not have age-appropriate behavior. = O</p>
--	---

<p>300.320(a)(2)(i)</p> <p>SF, SASF, SCSF</p>	<p>The IEP includes measurable annual goals, including academic and functional goals that reflect the needs identified in the PLAAFP and current assessment data. How the goals will be measured must be clearly documented.</p> <p>Student File Review Method: Review the IEP to determine if there are annual goals that are measurable and that reflect student needs. Baseline measurement must be documented either in the PLAAFP or in the goal statement for progress toward the goal to be measurable. Both the measurability AND means to measure progress MUST be evident for this line item to be in compliance.</p> <p>Examples can be associated with the PLAAFP, special education services, and progress reports (See Appendix A):</p> <ol style="list-style-type: none"> 1. Student will correctly define an average of 85% of veterinary terms found in veterinary technical manuals as measured by vocabulary quizzes. = I Student will demonstrate understanding of 85% of veterinary terms found in veterinary technical manuals as measured by teacher observation. = O 2. Given picture-clue instructions, student will follow three-step directions five times per week. Baseline: 1/5 Mastery: 5/5 Measurement tool: Teacher data sheet = I Student will follow directions 100% of the time as measured by teacher data sheets = O 3. Using grade-level social studies textbook and current reading assignment, student will orally read 100 wpm with no more than three errors, on average, over four trials. Measurement tool: Teacher record book. = I Student will decode words. = O 4. Given teacher-made worksheets with 20 problems multiplying 3-digit by 2-digit whole numbers, student will increase his correct responses from an average of 8 to an average of 15 problems for five trials. = I Student will demonstrate improved math skills in multiplication. = O 5. At the school cafeteria, student will independently order a school lunch, which will include at least two different food selections, by pointing at items on communication board with his elbow as measured by the parapro's tracking sheet. = I Student will improve expressive language. = O
---	--

	<p>6. Student will reduce aggressive behavior toward others (hitting, kicking, throwing) as evidenced by a reduction in referrals to the office for aggressive behavior from six to none for a nine-week grading period. Measured by written referrals. = I</p> <p>When frustrated, student will respond with nonaggressive behavior in four out of five opportunities as measured by behavior tracking. = O</p> <p>7. Given homework at student’s academic level, she will complete and submit 90% of required assignments for each content area class by the end of the fourth quarter, as measured by the teacher grade book. = I</p> <p>Student will turn in her homework. = O</p> <p>8. When provided a visual cue, the student will complete three reciprocal turn-taking behaviors with a peer without verbal protest in four targeted activities during the preschool day. Currently, the student completes one reciprocal turn-taking behavior with a peer given six visual and verbal cues while verbally protesting an average of ten times per activity. = I</p> <p>Student will take turns appropriately 100% of the time. = O</p>
<p>300.320(a) (6)(ii) SF, SASF, SCSF 60-Day Correction</p>	<p>The IEP documents the student’s eligibility for Alternate Assessments.</p> <p>Student File Review Method: If the IEP designates participation in Arizona’s Alternate Assessment(s), then the Alternate Assessment Eligibility Determination Form should be in the student’s file as a component of the annual IEP review.</p> <p>Note: Alternate Assessment is given in grades 3–</p> <p>11. Examples:</p> <ul style="list-style-type: none"> • Form is in the file and is completed to show participation in the Alternate Assessments. = I • Form is in the file but is not completed. = O • Form is not in the file. = O • Mark this item U if the student is not eligible for Alternate Assessments.

<p>300.320(a)(2)(ii) SF, SASF, SCSF</p>	<p>For a student taking alternate assessments only, the IEP shall include short-term instructional objectives or benchmarks for each goal stated.</p> <p>Student File Review Method: Determine if the IEP of a child who takes alternate assessments aligned to alternate achievement standards includes a description of benchmarks or short-term objectives.</p> <ul style="list-style-type: none"> • Mark this item I if benchmarks/short-term objectives are present. • Mark this item O if there are none. • Mark this item U if the student is not eligible for alternate assessments.
<p>300.320(a) (3)(ii) SF, SASF, SCSF</p>	<p>The current IEP includes a description of when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.</p> <p>The current progress report was provided to the parents as outlined in the IEP and included a measurement of progress toward IEP goals.</p> <p>Student File Review Method: Review the current IEP to determine if there is a description of when progress reports will be provided to parents. Review the most recent progress report to determine if it was provided in accordance with the timeline described in the IEP and included sufficient information for the parents/staff to project whether the student will achieve his/her goal(s) by the end of the IEP year.</p> <p>Information should be provided for each goal and the rate of progress should be reported in a manner consistent with the PLAAFP and/or the associated goals.</p> <p>If there is not a description of when progress reports will be provided, mark this item O.</p> <p>If the current progress report was not provided in accordance with the timeline described in the IEP, mark this item O.</p> <p>If annual measurable goals are out, mark this item O.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. At the end of the first grading period, student is now able to define 40% of technical terms. = I Student is doing well on this goal. = O

	<p>2. Student has demonstrated ability to follow three-step directions three times per week. = I Student is doing much better at following directions. = O</p> <p>3. At the end of the third grading period, student has averaged 87 words per minute with three errors over the last four trials. = I Student's fluency skills have greatly improved. = O</p> <p>4. Student can answer an average of 9 of the 20 problems correctly over 5 trials. = I Student's math progress: AP (Adequate Progress) = O</p> <p>5. At the end of the first grading period, student independently ordered a dessert each day. With verbal encouragement from the aide, student also ordered an additional different item each day. = I Student eats two things for lunch each day. = O</p> <p>6. During this grading period, student had two referrals for aggressive behavior. = I Student continues to have problems with aggression at school. = O</p> <p>7. Student's homework assignments completed and turned in this quarter: science 93%, social studies 50%, math 50%, and language arts 12%. = I Student is doing much better with assignments. = O</p> <p>8. Over four targeted activities, the student currently completes one turn-taking behavior with an average of four visual cues and six verbal protests per activity. = I Skill not yet introduced. = O</p>
--	--

III.A.4 Special Education and Related Services

300.18 (b)

The IEP describes the specially designed instruction (special education services) to be provided.

300.39

300.320(a)(4)

Specially designed instruction (SDI) means “adapting, as appropriate, to the needs of a student, the content, methodology, or delivery of instruction to address the unique needs that result from the student’s disability and to ensure access to the general curriculum as identified in the academic standards adopted by the state board of education.”

ARS 15-763. A.

ARS 15-183(C)(5) &
(E)(5)

R7-2-401.G.4

SF, SASF, SCFS

Student File Review Method: Review the entire IEP for a clear description of the specially designed instruction that adapts, as appropriate, to the needs of a student, the content, methodology, or delivery of instruction to address the unique needs that result from the student’s disability and to ensure access to the general curriculum.

Review the following items **when general education or other non-special education certified providers are noted in a student’s individualized education program (IEP) as the service provider for the specially designed instruction:**

- An explanation of why the use of a general education teacher or other non-special education certificated provider is appropriate to meet the needs of that specific student and ensure access to the general education curriculum.
- An explanation of how certificated special education personnel will be involved in the planning, progress monitoring, or delivery of SDI.
- Verify the certification of the special education teacher of the child present at the IEP meeting through the Arizona Department of Education’s Online Arizona Certification Information System (OACIS)
- Verify the certification of the individual who is providing SDI (if different from the special education teacher of the child)- *Not applicable for Charter PEAs.*

Examples:

- Reading Comprehension: Clarification: Student receives small group instruction in pre-teaching vocabulary. = I
- Social interaction instruction in pragmatics in the general education classroom on turn-taking with peers = I
- Pre-teaching for comprehension in content areas = I
- Phonics instruction in reading decoding = I
- Kinesthetic strategies for math calculation (operations) = I
- Instruction in self-regulation strategies = I
- Articulation, voice, or fluency therapy = I

	<ul style="list-style-type: none"> • Time management skills on the worksite = I • Expressive/receptive language therapy = I • Individualized instruction in study and organizational skills = I <p>The following examples would be considered noncompliant <u>if there is no evidence anywhere in the IEP of how this is individualized to the student's needs.</u></p> <ul style="list-style-type: none"> • SLD resource = O • Inclusion = O • Preschool = O • Speech/Language Therapy = O
<p>300.34(a)</p> <p>300.320(a)(4)</p> <p>R7-2-401.G.4</p> <p>SF, SASF, SCSF</p>	<p>The IEP includes the consideration of related services to be provided.</p> <p>Student File Review Method: Determine if the IEP team considered the need for related services. If there are no related services indicated on the IEP, there must be some notation that the team considered and rejected the need. If the team determined that related services were needed, the services must be clearly specified in the IEP. Transition services may be considered as a related service if they are required to assist a child with a disability to benefit from special education.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Door-to-door transportation = I • Educational interpreter = I • Occupational therapy (sensory integration) = I • Occupational therapy = O • Counseling on stress management strategies = I • Speech therapy (expressive language) = I • Speech = O • Parental counseling and training = I • Team considered related services: none were needed = I • N/A = O
<p>300.320(a)(4)</p> <p>300.324(a) (3)(ii)</p> <p>300.34(a)</p> <p>300.42</p> <p>R7-2-401.B.</p> <p>1,13</p> <p>SF, SASF, SCSF, SCSEAI</p>	<p>The IEP includes any supplementary aids, services, and program modifications to be provided.</p> <p>Student File Review Method: <u>Review the entire IEP</u> to determine if supplementary aids and services are to be provided or if program modifications are to be made.</p> <p><u>Supplementary aids and services</u> are defined as “aids, services, and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.” Examples</p>

	<p>include, but are not limited to, orientation and mobility training, interpreter assistance, assistive technology devices or services, and instructional aides.</p> <p><u>Program modifications</u> are defined as “substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content, or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities.”</p> <p>Examples:</p> <ul style="list-style-type: none"> • Instruction in using speech to text for writing assignments = I • Student will use a pencil grip whenever she is working on a written assignment. = I • Student may use a calculator for math problems. = I • Student will utilize a daily communication book (or homework assignment notebook) that will move between home and school with relevant notes for the parent/teacher. = I • To promote student’s continued independence, leisure books with page turning adaptations will be available during non-instructional time. = I • Student will require an aide for toileting assistance. = I • A social skills coach will meet with student twice a week during P.E. = I • Student will have a sign language interpreter during classroom discussions. = I • Considered and not required at this time = I • N/A = O • Left blank and not addressed elsewhere in the IEP = O
<p>300.320(4) 300.324(a)(3)(ii) SF, SASF, SCSF, SCSEAI</p>	<p>The IEP includes a statement of supports that will be provided to school personnel.</p> <p>Student File Review Method: Determine if appropriate supports were considered. This area of the IEP should not be left blank but may be incorporated in various locations in the document.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Considered, but not needed at this time. = I • In-service training on tube feeding. = I

	<ul style="list-style-type: none"> • Staff and parent in-service on use of assistive technology device. = I • Special education consultation on modifications for weekly tests in spelling. = I • Paraprofessional training on positive behavioral supports. = I • Special education consultation. = O • N/A = O • Teacher training. = O • Providing copy of IEP. = O
<p>300.320(a)(7) SF, SASF, SCSF</p>	<p>The location, frequency, and duration of each special education service, related service, supplementary aid and service, support for school personnel and modification is included.</p> <p>Student File Review Method:</p> <p>Location of services generally refers to the type of environment that is the appropriate place for provision of the service. The location should not be a specific room (e.g., Mrs. Smith’s class) but should reflect the type of location (special education classroom, general math class).</p> <p>Frequency generally refers to how often a child will receive a service (such as the number of times per day or per week),</p> <p>Duration generally refers to how long each session will last (such as the number of minutes).</p> <p>This item cannot be marked U.</p> <p>Examples:</p> <p>Location:</p> <ul style="list-style-type: none"> • Resource Room/Special Education Classroom = I • General Education Classroom = I • General Education Classroom/Special Education Classroom = O • Campus = O • Mr. Wilson = O <p>Frequency and duration:</p> <ul style="list-style-type: none"> • Pre-teaching vocabulary: Three 30-minute sessions per week = I • Pre-teaching vocabulary: 90 minutes per week = O

	<ul style="list-style-type: none"> • Receptive language therapy: Four 10-minute sessions per month = I • Receptive language therapy: 40 minutes/month = O • Counseling: Two 30-minute sessions per month = I • Counseling: 3500 minutes/yr = O • Calculator: daily for math calculation activities = I • Calculator: as needed = O • Consultation for modifying assignments: Once weekly for 30 minutes = I • Consultation for modifying assignments: as needed = O
<p>300.106 ARS 15-881 R7-2-408 SF, SASF, SCSF</p>	<p>The IEP includes consideration of the need for extended school year services (ESY).</p> <p>Student File Review Method: Determine if the decision about the need for ESY was made on an individual basis at the IEP meeting. ESY cannot be excluded on the basis of a particular category of disability, the age of the student, or the availability of PEA resources. If the IEP indicates that ESY eligibility will be determined at a later date, a decision for services during the summer must be made no later than 45 days prior to the last day of school.</p> <p>This item cannot be marked U.</p> <p>If there is an indication that ESY services were considered on an individual basis, mark this item I.</p>
<p>300.320(a)(5) SF, SASF, SCSF</p>	<p>The extent to which the student will <u>not</u> participate with nondisabled peers is explained.</p> <p>Student File Review Method: Determine if the IEP contains an explanation of the extent to which the student will not be involved with nondisabled students and why. This could be documented in a variety of ways or places within the IEP. The explanation must be individualized.</p> <p>This item cannot be marked U.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Given the student’s needs in math reasoning and a high level of distractibility, the team determined that the instruction should be provided in the special education setting where he will not be participating with nondisabled peers during math instruction. = I

	<ul style="list-style-type: none"> • Student receives speech articulation therapy once a week for 30 minutes and will not be participating with nondisabled peers during that time. Because of the need for a quieter environment and the student’s perceived social stigma, it was determined that the general education classroom would not be conducive to speech therapy. = I • Student is in a special education classroom four hours a day because of the student’s aggressive behaviors and a need for lower staff to student ratio; the student will not participate with nondisabled peers during that time. = I • Student is in special education classroom for one class period a day. = O • Student will not be with nondisabled peers when student is with special education teacher for instruction. = O
<p>ARS 15-943(2)(b) ARS 15-1042 20 U.S.C. 1416(a)(3)(A)</p>	<p>Student’s reported LRE matches current IEP placement.</p> <p>Student File Review Method: Compare the current LRE Code reported on the SPED 72 to the current placement documented in the most recent IEP.</p> <p>Examples:</p> <ul style="list-style-type: none"> • SPED 72 reports student LRE Code as A and current IEP shows placement with nondisabled peers for more than 80% of the day. = I • SPED 72 reports student as LRE Code A, but most recent IEP changed placement with nondisabled peers to less than 40% (LRE C) of the day. = O • IEP documentation shows student placed in a self-contained environment with no exposure to nondisabled peers and SPED 72 reports student as LRE Code as C. = I • IEP documentation shows student being educated in an environment where there is no exposure to nondisabled peers, but LRE Code is reported as A. = O

III.A.5 Other Considerations	
<p>300.324(a)(2)(i) SF, SASF, SCSF, SCSAI, SCSEAI</p>	<p>The IEP team considered the use of positive behavioral interventions and supports and other strategies to address behaviors that impede the student’s learning or the learning of other students.</p> <p>Student File Review Method: Determine if the IEP team considered whether or not the student needs behavioral interventions. If there is documentation that a student has displayed behavior that has impeded the student’s learning or that of others, this area must be addressed in the IEP. The term “behavior” includes actions such as consistent tardiness, failure to complete homework, and self- destructive but non-confrontational actions.</p> <p>Evidence may be located throughout the IEP, such as in the annual goals, PLAAFP, accommodations and/or modifications, services to be provided, and behavior plans.</p> <p>This item cannot be marked U.</p>
<p>300.320(a) (6)(i) SF, SASF, SCSF, SCSAI, SCSEAI</p>	<p>The IEP includes documentation of any accommodations in the administration of state- or PEA-wide assessments.</p> <p>Student File Review Method: Determine if the IEP contains documentation of the accommodations used for state and district assessments. Standard and/or universal accommodations must have a relationship to the accommodations with the student during instruction.</p>
<p>300.324(a) (2)(iv) SF, SASF, SCSF</p>	<p>The communication needs of the student were considered.</p> <p>Student File Review Method: Determine if the communication needs of the student have been considered within the IEP.</p> <p>This item cannot be marked U.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Student’s stuttering increases when speaking before a group without notes. Student should be allowed to read classroom reports at the beginning of the year and gradually reduce dependency on reading as the year goes on. = I • Student uses simple signs to convey basic needs such as toileting and hunger. = I • Student has no needs in the area of communication. = I • N/A = O

<p>300.324(a)(2)(v) SF, SASF, SCSF, SCSAI, SCSEAI</p>	<p>The assistive technology needs of the student were considered.</p> <p>Student File Review Method: Determine if consideration was given to the student’s need for assistive technology, regardless of the student’s disability. An <u>AT device</u> can be “any item that increases, maintains, or improves the functional capabilities of a student.” <u>AT service</u> is the “direct assistance needed in the evaluation of the need for and the selection, acquisition, or use of an AT device.” Devices can range from low to high tech. AT services may include training for staff in the use of the device(s).</p> <p>This item cannot be marked U.</p>
<p>300.324(a)(2)(ii) SF, SASF, SCSF</p>	<p>For students who are English language learners (ELLs), language needs were considered.</p> <p>Student File Review Method: Mark the item only for a student who is an English language learner; otherwise, mark it with a U.</p> <p>Examples:</p> <ul style="list-style-type: none"> • This is the student’s first year in the USA and the primary language is Italian. Student should be taught using simple grammar with picture/graphic assists as much as possible. = I • Student has studied English for several years and has a good command of written language. However, he needs spoken information presented in short segments in order to check his understanding until oral proficiency is achieved. = I • Student is identified as an ELL and the language needs were not considered. = O
<p>300.324(a) (2)(iv) SF, SASF, SCSF</p>	<p>For students who have a hearing impairment, the IEP includes consideration of the student’s language and communication needs (including opportunities for direct communication with peers and professional personnel and direct instruction in the student’s language or mode of communication).</p> <p>Student File Review Method: If a student does not have an HI, mark this item U. If student does have a HI, determine if the IEP team took into account the language levels and communication mode of the student when developing the IEP.</p>

III.A.6 For students 16 years of age or older, documentation of required postsecondary transition components. Review the entire IEP for documentation of these components.

300.320(b)(1)
SF, SASF, DRSF,
SCSF

60-Day Correction

Documentation of measurable postsecondary goals (**MPGs**) in the areas of education/training and employment, and when appropriate, independent living skills.

Student File Review Method: Review the IEP to determine if it includes measurable postsecondary goals in the following areas: education/training, employment, and **when appropriate**, independent living skills. Goals must reflect the student's strengths, interests, and preferences, occur post-high school, and be able to be measured. These areas may be combined into one goal or be contained in separate goals. The training/education and employment goals are required. The measurable postsecondary goal related to independent living is the only optional goal, and the IEP team determines if it is appropriate to include a goal in this area.

If the postsecondary goals are stated in such a way that one **could** measure the achievement of the goal after leaving high school, mark this item **I**.

If there is **no evidence of postsecondary goals, if the postsecondary goals are not measurable, if the required areas are not addressed, or if the goals are not postsecondary**, mark this item **O**.

Note: Record the specific reason(s) for noncompliance on the Student Form.

Training/Education Goals:

- Student will enroll in an apprenticeship program. = **I**
- Student will complete work adjustment skills training. = **I**
- Student will attend a teacher prep program. = **I**
- Student will audit a choir class at a local community college. = **I**
- Student wants to graduate from high school. = **O**
- Student is interested in plumbing. = **O**

Employment Goals:

- Student will work for a construction company. = **I**
- Student will be employed as a grocery clerk. = **I**
- Student likes fixing things and earning money. = **O**

Education/Training, and Employment Goals (combined):

	<ul style="list-style-type: none"> • Student will enroll at a community college to receive training in order to become an engineer. = I • Student will receive on-the-job training to develop skills as a framer. = I • After graduation, student wants to move to Ohio to work for an uncle. = O <p>Independent Living Skills Goals:</p> <ul style="list-style-type: none"> • James will use an organizational tool to manage medical appointments. = I • Frank will access public transportation. = I • Trevor will use a communication device to access the community. = I • Student will live with a roommate. = I • Student wants to move away from home. = O
<p>300.320(b) SF, SASF, DRSF, SCSF</p>	<p>Documentation that measurable postsecondary goals are updated annually.</p> <p>Student File Review Method: Review the IEP to determine if postsecondary goals were addressed/updated in conjunction with the development of the current IEP.</p> <p>If postsecondary goal(s) for education/training, employment (and independent living, as needed) are documented in the student’s current IEP, mark the item I.</p> <p>If postsecondary goal(s) for education/training, employment (and independent living, as needed) are not documented in the student’s current IEP, mark the item O.</p>
<p>300.320(b)(1) SF, SASF, DRSF, SCSF</p>	<p>Documentation that the measurable postsecondary goal(s) (MPGs) were based upon age-appropriate transition assessment(s).</p> <p>Student File Review Method: Look for documentation that at least one age-appropriate transition assessment was used to provide information on the student’s needs, strengths, preferences, and interests regarding the postsecondary goal(s). The information may be located in multiple places within the IEP including the PLAAFP or the transition services page. No specific number of assessments is required, and they may be formal or informal. Formal or informal transition assessment(s) should be selected based on the individual needs of the student.</p> <p>Examples (this is not an exhaustive list):</p> <ul style="list-style-type: none"> • Interest inventories • Assessments within Arizona Career Information System (AzCIS) • Armed Services Vocational Assessment Battery—ASVAB • Progress towards postsecondary goals and/or outcomes of completed secondary transition activities • Situational assessment(s)—a narrative of informal activities that clearly

	<p>align to MPGs and show the student can/cannot perform requirements for the determined goal.</p> <ul style="list-style-type: none"> • Interviews (student, parent, general education teachers, special education teachers, career technical education teacher(s), employers, extracurricular facilitators, coaches, counselors, related service providers, outside support agencies, and others as appropriate) • Aptitude inventories, skills inventories, e.g., ASVAB, OASIS III, Valpar • Supports Intensity Scale (intellectual functioning) • Adaptive behavior scales • Self-determination scales • Prevocational/employment scales • Achievement assessments • Assistive technology needs assessment (observation from related service provider) • Learning styles assessment • Community college placement instrument • College/university entrance instrument • Narrative of (core and elective) course content completion from any class related to the MPG(s) <p>If the IEP contains documentation of how assessment information was used in the development of the postsecondary goal(s) (whether measurable or not), mark this item I.</p> <p>If there is simply a boilerplate statement, or if there is no documentation of any age-appropriate transition assessment(s), mark this item O.</p>
<p>300.320(b)(2) SF, SASF, DRSF, SCSF</p>	<p>Documentation of at least one transition service/activity that focuses on improvement of the academic and functional achievement of the student to facilitate movement from school to post-school as identified in the measurable postsecondary goals.</p> <p>For each postsecondary goal, there must be documentation of a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s) and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal(s). Strategies may address activities performed on the school campus and during school hours, as well as off-site and during non-school hours. The IEP team does not need to include all components if they are not appropriate for the student. Services/activities are only needed in areas that will reasonably enable the student to meet the measurable postsecondary goals.</p>

Student File Review Method: Review the IEP for evidence of at least one transition service/activity to assist the student in meeting his/her measurable postsecondary goals. One transition service/activity may support multiple measurable postsecondary goals

Examples:

Instruction:

- Receive instruction related to applying to school of choice and researching scholarship opportunities. = I
- Intensive reading instruction to prepare for postsecondary education. = I
- Receive instruction to use assistive technology device. = I
- Teach self-monitoring skills related to on-task behavior. = I
- Required courses for graduation. = O

Community Experiences:

- Investigate youth volunteer programs; open a bank account; visit the mall and food court with a provider to identify stores and meals of choice. = I
- Use Community Information and Referral to identify three strategies to resolve a transportation concern. = I
- Field trips. = O

Related Services:

Visit potential post-school providers of physical therapy; explore city transportation options. = I

Participate in speech/language services to improve expressive language skills. = I

Identify adult services to support orientation and mobility needs after graduation. = I

Related services will be provided as needed. = O

Employment:

- Participate in two job shadow experiences. = I
- Work in unpaid position on campus. = I
- Obtain part-time or summer employment (in a position related to the measurable postsecondary goals). = I
- Complete Vocational Rehabilitation referral and coordinate with DDD to ensure supports are in place to assist with future employment goals. = I
- Consumer Math; Job Service Skills. = O

	<p>Post-school Adult Living:</p> <ul style="list-style-type: none"> • Learn about expectations for eating in a restaurant; apply for housing assistance; visit adult service providers in the community. = I • Meet with SSI representative to determine possible financial benefits. = I • Visit three group/supported living programs for postsecondary independent living needs. = I • Apartment. = O <p>Daily Living Skills (if appropriate):</p> <ul style="list-style-type: none"> • Learn to prepare meals, develop and follow monthly budget, and (with parental support) select a primary care physician and/or dentist. = I • Demonstrate safety skills in the community. = I • Hygiene. = O <p>Functional Vocational (if appropriate):</p> <ul style="list-style-type: none"> • Develop a vocational profile based upon functional information; participate in situational work assessments at employment sites related to student's interest. = I • Research job expectations for identified employment postsecondary goal. = I • Complete nonverbal modified assessment of adaptive behaviors, career interests, and career skills. = I • Retake the ASVAB to improve scores to be eligible to participate in the electronics program in the military. = I • Conduct a functional vocational evaluation. = O
<p>300.320(b)(2) SF, SASF, DRSF, SCSF</p>	<p>Transition services include courses of study that focus on improving the academic and functional achievement of the student to facilitate the movement from school to post-school.</p> <p>Student File Review Method: Look for documentation that transition services include courses of study that align with the student's postsecondary goal(s). This should include courses that lead to a diploma. A single course can support more than one MPG.</p> <p>If the courses of study align with the student's identified measurable postsecondary goals, mark this item I.</p> <p>If the courses of study do not align with the student's identified measurable postsecondary goals, mark this item O.</p>

20 U.S.C.
1416(a)(3)(B)
SF, SASF, DRSF,
SCSF

Documentation of annual IEP goals that will reasonably enable the student to meet the postsecondary goals.

Student File Review Method: Review the IEP for documentation of annual goal(s) that is/are related to the student's transition service needs. At least one annual IEP goal that supports each measurable postsecondary goal is required. One annual IEP goal (whether measurable or not) can support multiple postsecondary goals.

Examples:

Education/Training Goals

- **Measurable Postsecondary Goal:** John will complete on-the-job training for telemarketing.
- **Annual Goal:** John will orally read 100 wpm with no more than an average of three errors. He currently reads 75 wpm with an average of five errors.
- **Measurable Postsecondary Goal:** Jane will participate in vocational training with medical and therapeutic supports.
- **Annual Goal:** Jane will increase tolerance of hand-over-hand assistance from thirty minutes to forty-five minutes during three out of five sessions per week with the occupational therapist. = I

Employment Goals

- **Measurable Postsecondary Goal:** Jill will work as a veterinary assistant.
- **Annual Goal:** Jill will correctly define 90% of veterinary terms found in veterinary technical manuals with the aid of an automatic thesaurus. Currently Jill correctly defines veterinary terms with 30% accuracy. = I
- **Measurable Postsecondary Goal:** James will work on a production line.
- **Annual Goal:** James will follow three-step directions. Currently James is able to follow two-step directions. = I

Independent Living Goals:

- **Measurable Postsecondary Goal:** Jaime will live independently in a semi-supervised apartment.
- **Annual Goal:** Jaime will order a school lunch by pointing at items on a communication board with her elbow. = I

	<ul style="list-style-type: none"> • Measurable Postsecondary Goal: Jack will live independently in an apartment. • Annual Goal: Jack will correctly solve 10/10 word problems related to money. Currently Jack is able to correctly solve 1/10 word problems related to money. = I
<p>300.321(b)(1) SF, SASF, DRSF, SCSF</p>	<p>Beginning not later than the first IEP to be in effect when the student turns 16, documentation that the student was invited to the IEP meeting when postsecondary transition services were being discussed.</p> <p>Student File Review Method: Look for documentation that the student was invited to the meeting (IEP with student signature, meeting notice, telephone log, or other clear documentation that the student was invited).</p> <p>If the student was in attendance or there was clear evidence that the student was invited, mark this item I.</p> <p>If there is no documentation evident, mark this item O.</p>
<p>300.321(b)(3) SF, SASF, SCSF</p>	<p>Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting after consent from the parent or the student who has reached the age of majority.</p> <p>Student File Review Method: For the current year, is there evidence in the IEP that representatives of any of the following agencies (including but not limited to these listed) were invited to participate in the IEP development: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community? If so, was consent obtained from the parent (or student, for a student at the age of majority) prior to the meeting invitation?</p> <p>There is written evidence of consent of parent or adult student AND clear evidence that the agency was then invited after consent. = I</p> <p>There is written evidence of consent but outside agency was not invited. = O</p> <p>There is an agency invited but no evidence of written consent. = O</p> <p>The IEP team determined that no outside agency was needed. = U</p>

III.A.7 Additional Postsecondary Transition Components

<p>WIOA Section 511 Letter to Pugh SF, SASF, SCSF</p>	<p>IEP progress reports for transition-aged students must address the student’s progress toward meeting his or her postsecondary goals and must also include documentation of the transition services provided to the student during the progress reporting period.</p> <p>Student File Review Method: Look for documentation that indicates progress on transition services/activities during the most recent progress reporting period.</p> <p>Documentation can be included along with the progress reporting for annual goals or as a separate report.</p> <p>Examples:</p> <ul style="list-style-type: none">• Guidance counselor has assisted student in completing 2 college applications. = I• Student has not completed any college applications. = I• Student has scheduled a ride along with the Phoenix Police Department. = I• Student went on a ride along with Phoenix PD in July 2019. = I• Student has not completed any activities. = I (with TA)• Student has completed 2 out of 4 activities. = O• No evidence of progress on activities in student file. = O
<p>300.320(c) SF, SASF, SCSF</p>	<p>By age 17, the student’s IEP must contain a statement that the student has been informed of his/her rights that will transfer to the student at age 18.</p> <p>Student File Review Method: Look for a statement in the IEP that the parent and student have been informed of the rights that will transfer to the student upon reaching the age of majority. Documentation may consist of items such as prior written notice or a statement within the IEP.</p> <p>If the student is 17 and there is evidence that the student and parent have been informed that rights transfer, mark this item I.</p> <p>If the student is 17 and there is no evidence that the student and parent have been informed that rights transfer, mark this item O.</p> <p>This item may be marked U for any student not yet age 17 or for any student whose IEP was developed after his/her 18th birthday.</p>

<p>300.305(e)(2) & (3) SPW</p>	<p>There is documentation of a summary of academic achievement and functional performance including recommendations to assist an exiting student in meeting her/his postsecondary goals.</p> <p>Agency Review Method: Look for documentation that includes three components: summary of academic achievement; summary of functional performance; and recommendations to assist the student in meeting postsecondary goal(s). Documentation needs to be more extensive than scores or grade-level equivalents. All areas pertinent to the student’s needs must be addressed.</p> <p>Ask the PEA for copies of the summary of academic achievement and functional performance developed for students who have graduated/aged out at the end of the previous school year. If the PEA has only one high school, all summaries must be reviewed. If there are multiple campuses, use the PEA’s list of exited students to select a minimum of two summaries from each campus.</p> <p>If the PEA has documentation of summaries of academic achievement and functional performance and recommendations, mark this item I.</p> <p>If PEA has documentation of summaries of academic achievement and functional performance, but not all three components are included, mark this item O.</p> <p>If the PEA had no students aged 16–21 graduating/aging out last year, mark this item U.</p>
--	--

III.A.8 Documentation That IEP Reflects Student Needs

<p>300.320(a) (1–2) SF, SASF, SCSF, SCSI</p> <p>60-Day Correction</p>	<p>Documentation that IEP reflects individual student needs.</p> <p>This item is looking at the cohesiveness of the IEP as a whole and requires that the IEP reflect the student’s individual needs.</p> <p>Student File Review Method: There should be a clear alignment between the student needs (as articulated in the evaluation and PLAAFP) and the goals and services identified on the IEP.</p> <p>Consider all of the following:</p> <ul style="list-style-type: none">• Evaluation information (if conducted within the last year)• PLAAFP• IEP goals• Services (including extreme changes in service delivery model from previous IEP)• Secondary transition components <p>Mark this item O if the IEP does not enable the student to receive a FAPE. Record the specific reason(s) for noncompliance on the Student Form.</p>
--	---

SECTION IV: Procedural Safeguards/Parental Participation

IV.A.1 Notices Sent at Required Times and in a Language and Form That Is Understandable to Parents

<p>300.504(a) R7-2-401.I.1 SF, SASF, SCSF, SCSI</p> <p>60-Day Correction</p>	<p>Procedural safeguards notice provided to parents within the last 12 months.</p> <p>Student File Review Method: If documentation is evident that the parent was given a copy of a procedural safeguards notice at least one time during the current year, mark this line item I.</p>
<p>300.503(c) SF, SASF, SCSF, SCSI</p> <p>60-Day Correction</p>	<p>Required notices are provided in the native language of the parent.</p> <p>Student File Review Method: Review the file for copies of the most recent notices (invitations to meetings, procedural safeguards notices, and prior written notices) sent to the parents. Compare the language of the notices to the primary language indicated on the PHLOTE. If the notices were provided in a language other than the parent’s native language, there must be documentation of the parent’s request for notices to be provided in English. The language of the <u>student</u> must be considered when the student is invited to the IEP.</p>

IV.A.2 PWN Sent at Required Times and Contains Required Components

When considering the line items within the PWN, be sure to review the PWN in its entirety. Compliance calls should be made based upon the PWN content as a whole.

<p>300.503(a) SF, SASF, SCSF</p>	<p>Prior written notice provided to parents at required times.</p> <p>Student File Review Method: Determine when the PWN should have been distributed <u>in the last twelve months</u> for the type of file being reviewed. Prior written notice (PWN) must be provided at the following times:</p> <ul style="list-style-type: none"> • When a student is referred for an INITIAL evaluation. • Before obtaining consent for the collection of additional data in the evaluation process. This is the proposal to collect additional data for evaluation. • After the team has determined the eligibility of a student for special education. This completes the evaluation process. • When there is a change or refusal to change the provision of FAPE before implementation of an initial IEP or before a revised IEP can be implemented. In the case of a phase out or graduation with a regular diploma, a parent should know that all special education services will cease. • When there is a change or refusal to change the educational placement, including an initial placement.
--------------------------------------	--

	<ul style="list-style-type: none"> • Prior to the 11th day of suspension and/or before an accumulation of suspensions constituting a pattern and/or at the beginning of an expulsion, all of which require a change in services and the provision of FAPE. Prior to placement in an interim alternative educational setting (IAES), a PWN must be issued. • Prior to ceasing services when a parent revokes consent for the provision of special education services. <p>Verify the purpose of each PWN provided for specified events. Use this information to determine compliance. If a single notice covered multiple purposes, determine process compliance (notice given at the correct time) for all that are appropriate.</p> <p>If the PWN was given at the appropriate time, mark this item I</p>
<p>300.503(b)(1) SF, SASF, SCSF</p>	<p>The PWN includes a description of action(s) proposed or refused by the PEA. All actions and refusals must be identified, should be student-specific and should accurately reflect decisions made.</p> <p>Student File Review Method: Documentation must include a description of actions proposed or refused.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Team proposes to determine Jaime as eligible for special education as a student with a hearing impairment. Team also proposes to implement the IEP that was developed and provide special education prior to Jaime’s 3rd birthday (2 yrs. 9 mos.). = I • The team proposes to implement the IEP that was reviewed and revised on 3/17/2018. = I • Hannibal’s IEP was revised and additional services and behavior goals have been added. = I • NA = O • Andria doesn’t want to come to school. = O

<p>300.503(b)(2) SF, SASF, SCSF</p>	<p>The PWN includes an explanation of why the agency proposed or refused to take action.</p> <p>Student File Review Method: The statement must be student specific, individualized to the student.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Jaime met eligibility criteria and the team determined that he was in need of specially designed instruction. Providing Jaime with preschool services at 2 yrs. 9 months will support access to identified services in the IEP at the earliest allowable opportunity and increase instructional support opportunities. = I • Based on Liam’s progress on goals, the IEP has been reviewed and revised to reflect current level of need. = I • Based on Hannibal’s recent behavioral incidents, the team determined that additional services and supports were needed. = I • NA = O • The law requires us to review IEPs annually. = O
<p>300.503(b)(6) SF, SASF, SCSF</p>	<p>The PWN includes a description of any options considered and why those options were rejected.</p> <p>Student File Review Method: Documentation must relate specifically to the student and must be individualized.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The team considered finding Jaime eligible as a student with a speech-language impairment but determined that those needs would be best addressed as a related service. Not providing services until 3 yrs. limits the amount of time Jaime could benefit from instruction and inclusive settings with peers. = I • The team considered increasing support in math; however, he has exceeded expected progress and no additional services are necessary at this time. = I • Team considered placement in a more restrictive environment, but determined that with additional services and supports, the home school is still able to meet Hannibal’s needs. = I • We considered not revising the IEP, but it is mandated by law. = O • NA = O • The alternate school is full. = O

<p>300.503(b)(3) SF, SASF, SCSF</p>	<p>The PWN includes a description of evaluation procedures, tests, records used as a basis for the decision.</p> <p>Student File Review Method: Documentation must support the individualized basis for the decision.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Eligibility was determined based on the information obtained from the comprehensive developmental assessment and audiological report. The IEP was developed based on the evaluation results, developmental milestones, IEP team input, and recommendations from the audiologist. = I • The team’s decision was based on the classroom-based assessments and progress on math goals. Liam also exhibited improvement on the most recent district benchmark assessments. = I • Team reviewed incident reports, suspension data, counselor reports, current evaluation, and performance in the classroom. = I • NA = O • Andria’s counselor said she has always had these problems with attendance. = O
<p>300.503(b)(7) SF, SASF, SCSF</p>	<p>The PWN includes a description of any other factors that are relevant to the agency’s proposal or refusal.</p> <p>Student File Review Method: Documentation related to other factors must be evident and individualized for the student.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Audiology report indicated that Jaime is scheduled for another audiological exam in 3 months. Parent will provide the team with updated information. = I • He is doing well in school and has begun participation in extracurricular activities. = I • The family disclosed that they are receiving in home supports from Jewish Family Services. PEA obtained parent’s consent for release of information and will contact Jewish Family Services. = I • NA = O • This school has a strict discipline and attendance policy. = O

<p>300.503(b)(4) SF, SASF, SCSF</p>	<p>If the PWN is for any reason other than an initial referral for evaluation, it includes a statement of how a copy of procedural safeguards notice (PSN) can be obtained.</p> <p>Student File Review Method: There must be a statement related to contact information (name and number of whom to contact) within the district/at the school site so the PSN can be obtained.</p> <p>If the notice was for initial referral for evaluation, mark this item U.</p>
<p>300.503(b)(5) SF, SASF, SCSF</p>	<p>The PWN includes sources to obtain assistance in understanding the notice.</p> <p>Student File Review Method: There must be contacts available, including the address and telephone numbers for a number of parent resources, which may include: Arizona Department of Education/Exceptional Student Services, Arizona Center for Disability Law, or Raising Special Kids. One of the sources could be the PEA, including the PEA's phone number and a contact name.</p>

IV.A.3 Discipline Procedures and Requirements—ONLY FOR SUSPENSIONS MORE THAN 10 DAYS THAT OCCURRED WITHIN THE LAST 12 MONTHS

<p>300.530(h) SF, SASF</p>	<p>For a student who has been suspended for more than 10 days in the school year, the parent was notified on the day the decision was made.</p> <p>Student File Review Method: Review the student’s file to determine if there is documentation that the parents were contacted in person or by telephone. This contact must be made on the same day as the decision to take the action.</p> <p>If such a record is found, mark this item I.</p> <p>If no record is found, mark this item O.</p>
<p>300.530(c) 300.530(e) SF, SASF</p>	<p>If a change in placement has occurred because of behavioral issues, the IEP team conducted a manifestation determination meeting within 10 school days to determine the relationship between the student’s disability and behavior.</p> <p>Student File Review Method: If the team (PEA, parent, and relevant members of the IEP team as determined by the parent and the PEA) conducted a review and made a manifestation determination, mark this item I.</p> <p>If there is no documentation that a meeting occurred or if no determination was made, mark this item O.</p>
<p>300.530(f)(1)(i) SF, SASF 60-Day Correction</p>	<p>If the behavior was determined to be a manifestation of the disability for a student who has been suspended for more than 10 days in the school year, a functional behavioral assessment (FBA) was conducted and a behavior intervention plan (BIP) was implemented OR, if already in place, the behavior intervention plan was reviewed and modified, as necessary.</p> <p>Student File Review Method: If the behavior was determined to be a manifestation of the disability and a FBA was conducted or the BIP reviewed, mark this item I.</p> <p>If the behavior was NOT a manifestation of the disability, mark this item U.</p>

<p>300.530(f) & (i) SF, SASF 60-Day Correction</p>	<p>If, as a result of a disciplinary action, the IEP team determined that behavior was a manifestation of the student’s disability, the student was returned to the placement from which the student was removed unless the removal was for possession of a weapon, drugs, or infliction of serious bodily injury or when the parents and PEA agree to the change of placement.</p> <p>Student File Review Method: If the student was returned to the placement from which the student was removed, unless the parent and the PEA agreed to a change of placement, mark this item I.</p>
<p>300.530(d) SF, SASF 60-Day Correction</p>	<p>Review the file to determine if the student who has been suspended or expelled continued to be provided FAPE, including services and adaptations described in the IEP.</p> <p>Student File Review Method: Determine if there is a description indicating how FAPE will occur. If a new IEP or addendum was not written, there should be meeting notes or other documentation (PWN) regarding the services that will be provided and how they will be provided.</p> <p>If one or the other is documented, mark this item I.</p>

Tab Insert

APPENDIX

Tab Insert

APPENDIX

A

APPENDIX A

Line Item III.A.3 (PLAAFP, annual goal, progress report)

PLAAFP	Measurable Annual Goal	Progress Report
1. Student can correctly define 10% of veterinary terms found in veterinary technical manuals.	Student will correctly define an average of 85% of veterinary terms found in veterinary technical manuals as measured by vocabulary quizzes.	At the end of the first grading period, student is able to define 40% of technical terms.
2. Given picture-clue instructions, student follows two-step directions. Given three-step directions, student was unable to complete any steps.	Given picture-clue instructions, student will follow three-step directions five times per week. Baseline: 0/5 Mastery: 5/5 Measurement tool: Teacher data sheet	Student has demonstrated he is able to follow three-step directions three times per week.
3. Using grade-level social studies textbook and current reading assignment, student orally reads 22 words per minute (wpm) with three errors, on average, over four trials.	Using grade-level social studies textbook and current reading assignment, student will orally read 100 wpm with no more than three errors, on average, over four trials. Measurement tool: Teacher record book	At the end of the third grading period, student has averaged 87 wpm with three errors over the last four trials.
4. Student can correctly multiply 2-digit by 2-digit whole numbers with no problem, but struggles with 3-digit by 2-digit multiplication.	Given teacher-made worksheets with 20 problems multiplying 3-digit by 2-digit whole numbers, student will increase his correct responses from an average of 8 to an average of 15 problems for five trials.	Student is able to answer an average of 9 of the 20 problems correctly over five trials.

PLAAFP	Measurable Annual Goal	Progress Report
5. The OT reports that the student has the necessary muscular development, and this year should be able to develop the necessary motor control to use her communication board for purposeful communication this year.	At the school cafeteria, student will independently order a school lunch that includes at least two different food selections by pointing at items with her elbow on her communication board daily, as measured by the parapro's tracking sheet.	At the end of the first grading period, student independently ordered a dessert each day. With verbal encouragement from the aide, she also ordered an additional different item each day.
6. Student often displays aggressive behavior toward peers. He yells, pushes, and is frequently sent to the office.	Student will reduce aggressive behavior toward others (hitting, kicking, or pushing) as evidenced by a reduction in referrals to the office for aggressive behavior from six to none for a nine-week grading period. Measurement tool: written referrals	During this grading period, student had two referrals for aggressive behavior.
7. Student's content area teachers (social studies, math, science, and language arts) report that the student never turns in any homework.	Given homework at her academic level, student will complete and submit 90% of required assignments for each content area class by the end of the fourth quarter, as measured by the teacher grade book.	Student's homework assignments completed and turned in this quarter: science 93%, social studies 50%, math 50%, and language arts 12% .
8. Student shows little interest in interacting with his preschool peers. When cued to stop and give another child a turn, the student verbally protests and becomes agitated.	When provided a visual cue, the student will complete three reciprocal turn-taking behaviors with a peer without verbal protest in four targeted activities during the preschool day. Currently the student completes one reciprocal turn-taking behavior with a peer given six visual and verbal cues while verbally protesting an average of ten times per activity.	Over four targeted activities, the student currently completes one turn-taking behavior with an average of four visual cues and six verbal protests per activity.

Measurable Goal Worksheet

~~Baselines can be contained in the PLAAFP and/or the Goal Statement~~

<p style="text-align: center;">Do</p> <p style="text-align: center;">(What is the specific skill/behavior to be achieved in this goal?)</p>	<p style="text-align: center;">To what extent or criteria</p> <p style="text-align: center;">(How will the student show that he/she has mastered the goal?)</p>	<p style="text-align: center;">As evaluated</p> <p style="text-align: center;">(Identify the specific measurement tool or assessment strategy.)</p>	<p style="text-align: center;">Baseline</p> <p style="text-align: center;">(What is the present level of the student related to this skill?)</p>	<p style="text-align: center;">Does this goal make sense?</p>	<p style="text-align: center;">Is this goal measurable?</p>

Tab Insert

APPENDIX

B

Indicator 8: Parent Involvement Survey

The SY 2020 survey will be open November 2019 through May 2020.

All school districts and charter schools are required to annually administer the State Performance Plan Indicator 8: Parent Involvement Survey to parents of students with an individualized education program (IEP). The survey measures the percentage of parents with a child receiving special education services who report that the school facilitated parent involvement as a means of improving services and results for children with disabilities.

The documents schools use to administer the survey are in the ESS Parent Survey application, which is accessed via ADEConnect. For a user to obtain access to the application, the *ESS Parent Survey User* role must be assigned by the school district or charter holder ADEConnect entity administrator. Documents available through ADEConnect include these:

1. PEA Instructions
2. Parent Letter (Word)
3. Student List (Excel)
4. Instructions to merge the Word and Excel files.
5. Instructions to access the daily Survey Progress report
6. Instructions to download the annual Question-by-Question analysis

The application also includes two report tools that enable schools to:

1. Monitor survey progress to boost parent participation.
2. Use the question-by-question summary to strengthen family engagement activities. (After the survey closes, data are analyzed and available to PEAs with 6 or more completed surveys.)

Survey Questions

There are eight Likert scale questions included in the survey and one open-ended survey question.

Likert Scale Survey Questions (confidential):

- I work together with the IEP team as an equal partner to develop my child's IEP.
- I feel comfortable telling my ideas about how well special education services meet my child's needs.
- The teacher(s) keep(s) in touch with me regularly about my child's progress.
- My relationship with the school staff has a positive effect on my child's education.
- Administrators are available to discuss my questions or concerns.
- My child's school helps me play an active role in my child's education.
- The school explains what choices I have if we disagree.
- Overall, I am satisfied with how my child's school makes it easy for me to be involved.

Open-Ended Survey Question (not confidential if parent identifies student or specific situation):

- How does your child's school encourage you to be involved?

Resources and Tips

Updated procedures and tips will be posted regularly in the FAQ section, and family engagement resources will also be featured on www.azed.gov/specialeducation/parent-involvement-survey-admin.

Direct questions to Becky Raabe, Parent Survey Coordinator, at 928-637-1871 or Becky.Raabe@azed.gov.

July 2019

Tab Insert

APPENDIX

C



**Arizona Department of Education
Diane M. Douglas, Superintendent of Public Instruction**

**Exceptional Student Services
Arizona Technical Assistance System
(AZ-TAS)**

Qualified Professionals Eligible to Conduct Appropriate Evaluations

**A Technical Assistance Document to Support Evaluations; as Required by
R7-2-401 (G.8)**

Introduction

On October 23, 2017, the Arizona State Board of Education adopted rules in the area of Special Education (R7-2-401). These rules replaced the specific professionals previously required to verify certain disabilities with the general term "qualified professional." These rules further required the Arizona Department of Education to create a list, to be reviewed and approved by the State Board of Education, of qualified professionals eligible to conduct the appropriate evaluations. From the rules:

The Department shall develop a list, subject to review and approval of the State Board of Education, of qualified professionals eligible to conduct the appropriate evaluations prescribed in 35 subsection (E)(7).

The following is the list of qualified professionals developed by the Department of Education as required by (R7-2-401(G)(8) *as amended and approved by the Arizona State Board of Education on 1/29/18; revised 8/27/18.*

QUALIFIED PROFESSIONAL LIST

Per R7-2-401

For the following disabilities, the full and individual initial evaluation shall include:

- Emotional disability:
 - verification of a disorder by a psychiatrist, licensed psychologist, licensed *professional counselor, licensed clinical social worker (LSCW)*, or a certified school psychologist.
- Hearing impairment:
 - An audiological evaluation by an individual holding a master's or doctoral degree in audiology, and
 - An evaluation of communication/language proficiency.
- Other health impairment:
 - verification of a health impairment by a doctor of medicine, doctor of osteopathy, licensed nurse practitioner, licensed physician assistant, *or in cases of ADHD a certified school psychologist or licensed psychologist.*
- Orthopedic impairment:
 - verification of the physical disability by a doctor of medicine, doctor of osteopathy, *doctor of podiatric medicine*, licensed nurse practitioner, or licensed physician assistant.
- Speech/language impairment:
 - *an evaluation by a certified speech-language pathologist or speech-language technician.*
 - *For students whose speech impairments appear to be limited to articulation, voice, or fluency problems, the written evaluation may be limited to:*
 - *An audiometric screening within the past calendar year,*
 - *A review of academic history and classroom functioning,*
 - *An assessment of the speech problem by a licensed and certified speech-language pathologist or speech language technician, or*
 - *An assessment of the student's functional communication skills.*
- Traumatic brain injury:
 - verification of the injury by a doctor of medicine, doctor of osteopathy, licensed nurse practitioner, licensed physician assistant *or a licensed clinical neuropsychologist*
- Visual impairment:
 - verification of a visual impairment by an ophthalmologist or optometrist.

Tab Insert

APPENDIX D

NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Questions	<i>Postsecondary Goals</i>			
	Training	Education	Employment	Independent Living skills
1. Is there an appropriate measurable postsecondary goal or goals in this area?	Y N	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If <i>yes</i> to all three guiding questions above, then circle Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, circle N				
2. Is (are) the postsecondary goal(s) updated annually?	Y N	Y N	Y N	Y N NA
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If <i>yes</i> , then circle Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, circle N				
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	Y N	Y N	Y N	Y N
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Is a type of <i>instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the post-secondary goal(s)? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N	Y N	Y N	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA	Y N NA	Y N NA	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If <i>yes</i> to both, then circle Y • If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA				
Does the IEP meet the requirements of Indicator 13? (Circle one) Yes (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled) or No (one or more Ns circled)				

Instructions for Completing NSTTAC Indicator 13 Checklist

1. Is there an appropriate measurable postsecondary goal or goals in this area?

- Find the postsecondary goal(s) for this student
- If there are appropriate measurable postsecondary goals in the areas of *Training* after high school; *Education* after high school, and *Employment* after high school, and (where appropriate) *Independent Living Skills* after high school **and** if the identified postsecondary goals in *Training*, *Education*, and *Employment*, and (where appropriate) *Independent Living Skills* appear to be appropriate for the student, based on the other information regarding Present Level of Academic and Functional Performance and / or the student's strengths, preferences, and interests, circle Y
- If a student's postsecondary goal in *Training* and *Education* addresses both training for a career and other education after high school (e.g., enrollment in an adult education program focused on both job and independent living skills; enrollment in a college program in preparation for a career in architecture), circle Y in both the *Education* and *Training* columns
- "it may not always be necessary for the student to have separate postsecondary goals for training and education in these instances. Based on the individual needs of the student and the student's plans after leaving high school, it may be reasonable for an IEP Team to interpret the areas of training and education as overlapping in developing postsecondary goals for a student. In these instances, an IEP Team could develop a combined postsecondary goal in the areas related to training and education. Employment is a distinct activity from the areas related to training and education, and each student's IEP must include a separate postsecondary goal in the area of employment. For further information see *Questions and Answers on Secondary Transition, Revised September 2011, OSEP, Retrieved <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C10%2C>*.
- If an IEP team has interpreted training and education as overlapping areas, circle Y in both columns.
- If there is misalignment between the student's postsecondary goal(s), based on the information available (e.g., present level of performance, student interests, student preferences), circle N for the misaligned goal area(s) in the appropriate column(s)
- If there is a postsecondary goal that addresses *Training* but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is a postsecondary goal that addresses *Education* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Training* and a separate postsecondary goal that addresses *Education* or an appropriate combination of the two after high school, circle N
- If there is a postsecondary goal that addresses *Employment* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N
- If there is not a postsecondary goal that addresses *Employment* after high school, circle N
- If there is a postsecondary goal that addresses *Independent Living Skills* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N
- If there is not a postsecondary goal that addresses *Independent Living Skills* after high school, circle NA for that column (If NA is circled for *Independent Living Skills* for #1, please do not respond to questions in this column for questions 2 – 8.)

2. Are the postsecondary goals updated annually?

- If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills*, are documented in the student's current IEP, circle Y in each corresponding column
- If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills*, are not documented in the student's current IEP, circle N in each corresponding column

- If this is the student's first IEP that addresses secondary transition services because they just turned 16, this is considered an update, so circle Y in each column

3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?

- Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file)
- For each of the postsecondary goal areas circled Y in question #1, evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding this postsecondary goal, circle Y the corresponding column
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** evidence that age appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column
- If an *Independent Living Skill* postsecondary goal was noted as NA for #1, please do not provide an answer in that column.

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

- Find where transition services/activities are listed on the IEP
- For each postsecondary goal, if there is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal (s), circle Y
- For each of the postsecondary goal, if there is **no** type of instruction, related service, community experience, development of employment and other post-school adult living objective, acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the postsecondary goal(s), circle N in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is a type of transition services listed in association with meeting that postsecondary goal, circle Y in the corresponding column If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** type of transition service listed in association with meeting that postsecondary goal, circle N in the corresponding column
- If an *Independent Living Skill* postsecondary goal was noted as NA, please do not provide an answer in that column

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP
- Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goal(s)? If yes, go to next instruction bullet. If no, circle N in each column

- Do the courses of study align with the student's identified postsecondary goal(s)? If yes, circle Y in the corresponding column(s). If no, circle N in the corresponding column(s)
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (IL) column.

6. Is (are) there annual IEP goal(s) that are related to the student's transition services needs?

- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition services needs, circle Y in the corresponding column(s)
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student's transition services needs, circle N in the corresponding column(s)
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition services needs, circle Y in the corresponding column(s)
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP related to the student's transition services needs, circle N in the corresponding column(s)
- If an *Independent Living Skill* postsecondary goal was noted as NA, please do not provide an answer in that column.

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

- Locate the invitation to the IEP conference for the student.
- Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference? If yes, circle Y in each column OR if no, circle N in each column

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

- Find where persons responsible and/or agencies are listed on the IEP
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA in the corresponding column(s)
- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle NA in the corresponding column(s)
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, circle Y in the corresponding column(s)
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, circle N in the corresponding column(s)
- If it is too early to determine if this student will need outside agency involvement, circle NA in each column
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (IL) column.

Does the IEP meet the requirements of Indicator 13?

- If all Ys or NAs for each item (1- 8) for all postsecondary goals identified are circled, then circle **Yes**
- If one or more Ns are circled, then circle **No**

Tab Insert

APPENDIX

E

Specially Designed Instruction

SDI is intended to adapt the content, method, and/or instructional delivery to address the unique needs of a student. SDI ensures access to grade-level Arizona Academic Standards.

IS

In addition to core instruction
(supplemental)

A service or support

What qualified personnel do

Teaching of specific skills identified as
learning barriers

An important feature of a program and/or
unique instruction

Specific to the student (individualized)

Presumption of high expectations and
supporting students in the general
education setting

Presumption of independence

Presumption of competence

IS NOT

In place of core instruction (supplant)

An LRE placement

What a student does

A restatement of academic content being
taught to all students

Naming a specific program that replaces a
special education service

Driven by programs or schedules

Lowering expectations and/or removing
students from the general education
setting

Presumption of dependence

Presumption of incompetence

SDI Worksheet

~~ Information can be in the PLAAFP, services, goals, etc. ~~

* Evidence of SDI must address at least one of the following: content, methodology, and delivery of instruction. Adapting any one of these three in isolation, however, may not constitute SDI.

Content <small>(Curriculum based on grade-level standards)</small>	Methodology <small>(Instructional design of content, based on research or best practice)</small>	Delivery <small>(Application and implementation of methodology that are necessary and specified within the IEP)</small>	How is instruction different from what all other students receive?	Is instruction individualized? (Yes or No)	Is SDI evident? (Yes or No)